Monitoring and Evaluation Framework in National Open University of Nigeria (NOUN)

1st Edition

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Acronyms and Abbreviations

DMIS	Directorate of Management Information System
DQA	Directorate of Quality Assurance
IQA	Internal Quality Assurance
KPI	Key Performance Indicators
M&E	Monitoring and Evaluation
NMT	NOUN Monitoring Tool
NOUN	National Open University of Nigeria
NUC	National Universities Commission
NQMS	NOUN Quality Management System
QAOs	Quality Assurance Officers
SOP	Standard Operating Procedure

Forward and Acknowledgement

Internal Quality Assurance (IQA) is an integral part of open and distance learning institutions. It is a tool used in ensuring continuous improvement of service delivery. NOUN in recognition of this, sets up the Directorate of Quality Assurance with the mandate of ensuring continuous improvement in academic and operational activities in the university. A call for continuous improvement also calls for the identification of existing gaps. Therefore, identifying the gaps require monitoring and evaluation which will help in providing statistical evidence that would lead to appropriate suggestions and recommendations of the type and method of improvement required. It could be said that having monitoring and evaluation framework in NOUN is strategic and in time. On this note, I acknowledge the management team in NOUN especially the Vice Chancellor, Prof. Olufemi Peters who established the directorate of quality assurance because he recognised its importance. Not only did he establish the directorate, but he also provided the necessary guidance in ensuring it meets its mandate. I also want to acknowledge the DQA staff and DMIS Team – Mr. Adeyinka Adeboyejo, Mr. Ikechukwu Akujobi and Mr. Mukhtar Umar Muhammad for their support in developing NQMS and the framework. This framework will guide the Quality Assurance Officers on internal monitoring and evaluation of academic and operational activities in NOUN.

Prof. Obhajajie Juliet Inegbedion
Director, Quality Assurance

Introduction

The National Open University of Nigeria (NOUN) is a single mode open and distance learning university driven by technology. NOUN is committed to providing quality education at higher education and lifelong learning to all who demands it. NOUN has both internal and external quality measures in ensuring the quality of its academic and operational activities. The internal quality assurance checks for the compliance of established academic and operational tasks, monitors and evaluate the inputs, process, outputs, outcomes, and impacts of the activities in line with the institution's vision, mission, objectives, and core values. The external quality assurance comprised mainly periodic accreditation exercises by the national regulatory body, the National Universities Commission (NUC). The international accreditation bodies and professional bodies are equally involved in the external quality measures in institutional and programme accreditation. The focus of this framework is on internal quality assurance in NOUN.

1.0: Internal Quality Assurance Monitoring at NOUN

The National Open University of Nigeria has Quality Assurance Officers (QAOs) who carry out monitoring and evaluation exercises in the university. They monitor the process of academic and operational activities.

1.1: Definition, Purpose, and Guiding Principles

Monitoring is the process of collecting, analysing, and using the information to track the progress of academic and operational activities within the university. The purpose is to ensure that activities are on track and to identify gaps that would need adjustment. This is different from compliance. Compliance check and verify adherence to the Standard Operating Procedures (SOPs) of academic and operational activities in the university. While compliance check and verify adherence, monitoring track progress using verifiable data.

1.2: The Monitoring Exercise in NOUN

There are two categories of internal monitoring in NOUN – academic and operational. The major activity of the university is academic but supported with operational activities. Academic deals with teaching and learning, research, innovation and community development with the focus of producing quality graduates. Internal quality assurance processes for both academic and operational activities in NOUN are classified into six categories for internal monitoring thus:

1. Institutional governance and management
2. Teaching and learning
3. Collaboration, partnerships, and Linkages
4. Research, innovation and technology
5. Study centres
6. Internal Quality Assurance

The categories serve as the criteria used in monitoring. On each criterion, the objectives, inputs, activities, outputs/indicators are stated in line with the university related policies and procedures. The outcomes are taken as the indicators upon which the performance is measured. Standards are defined to determine the level of performance as shown in Table 1.1. It is not a yes or no response.

Table 1.1:   Standards for Determining the Level of Performance

Rating	Level of Performance	Description
3	Outputs/Indicators exceed the objectives	The activities leading to the outputs/indicators exceed the stated activities
2	Outputs/indicators meet the objectives	The activities leading to the outputs/indicators meet the stated activities
1	The objectives are partially met	The activities were not clearly reflected in the outputs/indicators.
0	The objectives were not met.	The evidence did not reflect the objectives. There was also deviation from the required activities.
NA	The activities did not apply	The evidence and indicators are not relevant to the objectives.

Each criterion is broken down into components, each component is assessed using the standards. The weighted mean of a criterion components is used to determine the

performance level of that criterion. From the components assessments, it can easily be ascertained if the components are of high performance or not. Any weighted mean below 2 calls for immediate attention.

During physical monitoring, the open-ended responses are used to elicit information from the concerned respondents. This is done to get the actual happenings at the respective faculties, directorates, study centres, academic centres and units.

1.3: Monitoring Preparation and Design in NOUN

Before embarking on monitoring activities, there is the mapping of categories/criteria with required data, performance indicators, and standard for measurement. This is done in line with NOUN Quality Assurance Framework shown in Figure 1.1
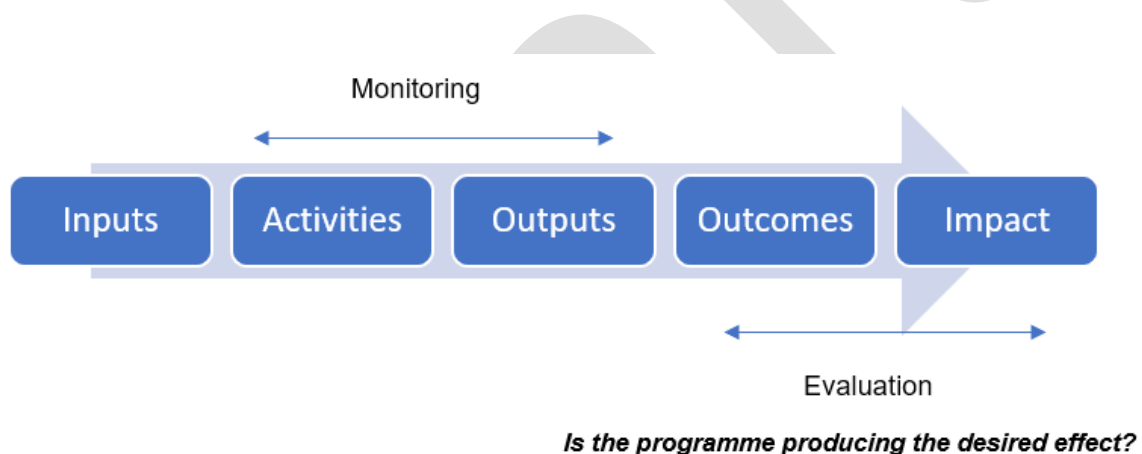

Figure 1.1   NOUN QA Framework

From the data in Figure 1.1, Inputs, activities, and outputs are monitored. For effective monitoring, this process is mapped as presented in Table 1.2. The mapping is used as the tool for monitoring.

Table 1.2　　　　　Monitoring Mapping (NOUN Monitoring Tool)

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
Institutional governance and management									
University's vision	1. Provides long-term aspiration of the institution, 2. To inspire and motivate stakeholders towards equal access, flexible, cost effective, and quality education to all who demand university education. 3. Provide inclusive education to everyone.	1. The institution's primary purpose 2. The institution's Core values 3. The strength of the institution. 4. Stakeholders needs 5. The institution's long-term aspirations and ambitions. 6. The institution's legacy and impact.	1. The university strategic planning. 2. Engaging stakeholders (staff, learners, employers, industries, etc) in reflecting on shared goals and aspirations. 3. Communicating the vision to stakeholders (learners, staff, industry etc).	1. Vision statement. 2. Mission statement. 3. Strategic plan. 4. Meeting extracts between management and learners. 5. Meeting extracts between management and staff. 6. Website and documents where the vision and	1. The university strategic plan. 2. Extracts of meetings of congregation. 3. Extracts of meetings of management with learners. 4. The university website link. 5. Documents that communicate the vision to stakeholders. 6. Documents that show the implementations of the vision.	Registrar			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			4. Implementation of the vision. 5. Reporting and celebrating success of novelty.	mission are stated.					
University mission	1. Defines the university core purpose and the reason for its establishment. 2. Provides guidance for the university activities and decisions in ensuring all activities aligns with the core purpose. 3. Communicates the university's	1. fundamental reason or purpose for the institution. 2. Core values and guiding principles. 3. Stakeholders needs. 4. The services offered by the institution. 5. The unique value proposition. Highlights of what sets the institution apart from competitors.	1. Stating the mission. Defining measurable goals. 2. Strategic planning. Developing the action plans and allocation of resources. 3. Communicating the mission to internal and external stakeholders. 4. Updating stakeholders regularly	1. Strategic alignment of academic and operational activities with the core purpose and values of the mission. 2. Defined performance metrics to measure progress towards achieving the mission and objectives. 3. Resources (financial, human,	1. The university strategic plan. 2. University end of year report. 3. Academic and operational budget.	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	values and commitments to internal and external stakeholders.	What unique benefits or advantages is the institution providing. 6. The long-term goals and aspirations that the institution aims to achieve.	on success made.	technology etc) allocated to academic and operational activities that support the mission. 4. Increased enrolment rates in the academic programmes. 5. Improved student performance and graduation rates.					
University organogram	Provide an organisational structure that will support the vision and mission of the university	1. University vision and mission. 2. Governance structure e.g. university council, senate etc.	1. Data collection to identify key position and role descriptions. 2. Structuring the	The university organogram	1. The university organogram 2. Minutes or extract of Council(s) meeting showing when the approval was given or	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		3. Executive leadership e.g. VC, DVC etc. 4. Academic Affairs e.g. Deans, HoDs etc 5. Administration and Support services e.g. learner support, bursary, Audit, human resources, IT services, facility management. 6. Positions and titles within the university. E.g. Research and Innovation	organogram into hierarchy and divisions. 3. Designing and laying out a visual representation with clear labels and titles. 4. Validating and approving the design and layout by the university Council. 5. Implementing the approval by distributing the approved organogram to university members and		letter of approval 3. The university strategic plan.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		7. Special units e.g. CEMGS	relevant stakeholders; and providing training to ensure everyone understands the structure. 6. Updating the organogram with Council approval due to changes in activities. 7. Alignment of the university structure with its strategic goals and objectives.						
Governance: Policy Development	Formulate policies and procedures to guide academic	1. List of academic activities	1. Analysis of the education sector with	Policies guiding the various academic and	1. List of academic and operational	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	and operational activities in the university.	2. List of operational activities	emphasis on socio-economic context, current situation, identified main issues (gap) and challenges that will be addressed in the policy. 2. Policy priorities and strategies – Looking at the education regulatory framework, policy review and existing policy priorities, objectives and targets of the academic or operational activity.	operational activities.	activities in the university. 2. Evidence of fact findings that identified main issues (gaps) and challenges relating to each listed activity. 3. The developed policies for the listed activities.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			3. Implementation process and priorities. 4. Costing and financing mechanisms where required. 5. Identification of key performance indicators.						
Governance: Accountability and oversight functions	1. Monitors academic and operational performance and progress. 2. Ensures transparency and accountability through regular audits and evaluation.	1. **Academic Performance** a) Student enrolment data. b) Course completion rates. c) Grades and assessments – scores from	1. **Academic Performance Monitoring:** a) Regular collection and analysis of data on student enrolment, course completion rates, grades,	1. **Academic Performance:** a) Course completion rates, b) Graduation rates, c) Retention rates, d) Report from student satisfactory	1. Student enrolment by semester and programme. 2. International to domestic student ratio 3. Course completion rates, graduation rates, and retention rates. 4. Staff to student ratio	Director, Academic Planning			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		assignments, TMAs, exams, and other assessments. d) Retention rates of learners. e) Graduation rates. f) Student feedback **2. Operational Performance** a) Course Offerings b) Resource utilisation – digital	retention rates, and graduation rates. b) Surveys and feedback – conducting student satisfaction, faculty evaluations, feedback forms to gather qualitative data on the learning experience. 2. **Operational**	surveys and feedback e) Learning analytics – tracking student engagement, online participation, and completion of tasks using the LMS. f) Feedback on TMAs, authentic assessment and	5. Doctorate to bachelor's ratio 6. Doctorate awarded to academic staff ratio. 7. Report on learners' satisfaction. 8. Learning analytic report. 9. Samples of feedback on TMAs and authentic assessments to learners. 10. Peer review reports. 11. Reports on the utilisation of teaching and learning resources. 12. Learners and faculty feedback on IT supports.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		resources, library, internet, LMS etc. c) Faculty performance – evaluation of teaching effectiveness, research outputs, and administrative contributions. d) Technical support – IT support for learner	**Performance Monitoring**: a) Resource management – Tracking the utilisation of teaching and learning resources. b) Technical support – responsiveness of IT support services to both learners and faculty. c) Reviewing administr	impact on performance. g) Peer reviews – where faculty members peer review course materials, question items, teaching methods on the LMS. 2. **Operational Performance:** a) Availability and	13. Report on administrative efficiency. 14. Budget performance reports for academic and operational activities. 15. Institutional periodic review reports. 16. Minutes of meetings and extracts of meetings were the periodic review reports were discussed and take actions for improvements. 17. Accreditation reports and verifiable actions for				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		s and staff. e) Administrative efficiency – processing times for admissions, registrations, collection of course materials, responds to requests etc. f) Financial metrics – budget allocation, expend	ative efficiency with specific attention on times for admission, registrations, assigned tasks, identified bottle necks, and areas for improvement. d) Budget analysis – conducting regular financial audits and budget reviews	adequacy of resource. b) Availability and adequacy of IT support for learners and staff. c) Report on administrative efficiency. d) Budget allocation and performance. 3. **Progress:** a) Periodic review report.	improvements. 18. Report on research and innovation showing the outputs, innovations, and their impacts. 19. The impacts of the collaborations with educational institutions, industries, and organisations.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		iture, and financial health of academic and operational activities. **3. Progress Monitoring** 1. Learning analytics – Data on student engagement, progress tracking, and predictive analytics to	in ensuring efficient use of funds and resources for academic and operational tasks. 3. **Progress Monitoring**: a) Periodic reviews – holding regular academic and operational reviews to assess the progress towards	b) Accreditation reports. c) Report for tracking research and innovation. d) Impacts on collaboration and partnerships. e) Periodic review reports. f) Accreditation reports and strategies for improvement.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		identify at-risk learners. 2. Curriculum updates – frequency of updates to course contents, teaching methods and assessments. 3. Accreditation status. 4. Partnerships and collaborations – list of quality	strategic goals and objectives. b) Accreditation compliance. c) Research and innovation tracking. d) Evaluating the effectiveness of partnership and collaborations.	g) Curriculum Update - Reviewing and updating course contents.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		partnerships with educational institutions, industries, and organisations. 5. Innovation and Research – initiatives and outcomes relating to educational research and innovation the university has contributed to							

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		the society. This will come from sponsored research.							
Governance: Stakeholder Engagement	1. To involve stakeholders (staff, faculty, learners, and community) in decision making process. 2. Build partnerships and collaborations with industries and relevant agencies.	1. Available communication channels. 2. Established feedback mechanisms. 3. MoUs on partnerships and collaborations. 4. Involvement of stakeholders in decision-making process, such as	1. Stakeholders' meetings such as faculty, alumni, employers, and community members to discuss goals, challenges, and opportunities. 2. Organising workshops and seminars for stakeholders to provide	Reports, minutes of meetings, extracts of meetings, letters, memos, links, etc.	Reports, minutes of meetings, extracts of meetings, letters, memos, links, and other document or sources to support the activities carried on stakeholders' engagements.	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		curriculum development, course design and development, policy formulation, and strategic planning. 5. Reports and newsletters on regular updates provided for stakeholders' university developments, achievements, challenges, and future plans. 6. Training and development for stakeholder	training, share knowledge, and discuss practices in open and distance learning. 3. Surveys and feedback forms – conducting surveys and distributing feedback forms to gather insights and suggestions from stakeholders on academic and operational activities. 4. Open forum or town hall meetings where						

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		s such as professional development workshops for faculty, staff, learners, orientation programmes for new learners. 7. Events and activities that foster stakeholders' engagement such as alumni association, congregation meetings, and community outreach programmes.	stakeholders can share their opinions, ask questions, and engage in discussions with university management. 5. Building partnerships and collaborations with educational institutions, industries, government bodies, and others to enhance the quality and reach of the institution. 6. Student and Alumni events such						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		8. Recognition and appreciation such as giving awards, certificates, and public acknowledgement to learners, staff, and others for their outstanding contributions. 9. Transparency and accountability – methods of ensuring transparency and accountability in the university operations and decision-	as organising orientation programmes, graduation ceremonies, alumni association, and other community engagement. 7. Organising and implementing community outreach programmes that involves stakeholders' initiatives that benefit the local community, such as providing health services,						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		making processes that build trust and credibility among stakeholders.	educational support, etc. 8. Transparency in communicating with stakeholders through newsletters, reports, social media, and other channels.						
Governance: Financial Management	1. Overseeing the university's budget and ensuring its healthy financial performance 2. Ensuring efficient allocation of resources and financial sustainability.	1. Budget plan for academic and operational activities such as expected revenues and expenditures for funding faculty salaries, infrastructure,	1. The university strategic planning showing the alignment of the institution's financial management with the institution's long-term goals and strategic plan. Also, developing	1 The university strategic plan showing the university financial plan. 2 Minutes or reports or any other means used in communicating the financial status to	1 The university academic plan. 2 The university strategic plan 3 Industry income through knowledge transfer.	Director, Academic Planning			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		technology, and operational cost. 2. Sources of revenue generations such as tuition fees, course material fees, government grants, donations, partnerships with private organisation etc. 3. Cost control mechanisms for academic and operational activities such optimising resource	financial strategies to support the growth, innovation, and sustainability in academic and operational activities. 2. Communicating the financial status and decisions to stakeholders including learners, faculty, Senate, and governing council. This provides transparency and accountability in	stakeholders. 3 Yearly budget plan and implementation strategies. 4 Yearly financial reports. 5 List of staff and learners that gained from the university financial aids. 6 Financial audit reports. 7 Implementation of financial audit reports					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		utilisation, better negotiations with suppliers, and reduction of unnecessary expenses. 4. Periodic financial reports. This includes income statements, balance sheets, and cash flow statements. 5. Financial audit and compliance. Internal and external audit to ensure compliance with	financial operations. 3. Allocation of resources and monitoring strategies including regular review for efficient use of financial, physical, and human resources. 4. Annual budget planning and allocation to include the allocation of funds to different academic and operational activities. 5. Planning revenue generation						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		financial regulations and standards to maintain transparency and accountability. 6. Investment management – process of managing university's investments. 7. Technology integration into the financial management of the institution such as automated accounting systems, financial management.	by exploring opportunities for additional funding such as research grants, short courses, and consultancy services, 6. Expenditure control – monitoring and controlling expenses to prevent overspending by implementing cost-saving measures and efficient resource utilisation. 7. Financial reporting –						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		8. Stakeholder communication – keeping stakeholders informed about the financial healthiness through regular updates, meetings, and reports. 9. Strategic plan – long-term financial strategies to support the university's growth and development goals, including expansion plans, new programme	preparing regular financial statements, including income statement, balance sheets, and cash flow statements and conduct financial analysis to ascertain the financial standing of the university. 8. Financial audit and compliance – conducting internal and external audits to ensure compliance with the strategic						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		development, and infrastructure development.	plan and SOP; and implementation of the audit reports. 9. Investment management – managing investment portfolios towards achieving a healthy return, minimising risk, and diversifying investments in ensuring stability and growth. 10. Financial Aid Management – administration of scholarships; grants;						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			conference, seminars and workshop sponsorships; and financial aids for learners by ensuring equitable and efficient distribution of financial aid.						
Governance: Risk Management	1. Identifying and mitigating potential risks to the university. 2. Implementing strategies to handle crises and emergencies.	1. Risk identification 2. Risk assessment 3. Risk mitigation 4. Monitoring and review – key risk indicators, regular audits and reviews, incident	1. Identifying risks 2. Assessing and analysing risks 3. Developing risk mitigation plan. 4. Implementing risk control. 5. Monitoring and	1. Identified and documented risks. 2. Risk mitigation and control measures. 3. Monitoring reports. 4. Incident management 5. Financial impact.	1. Risk identification data to include risk register, historical incident data, and stakeholder feedback. 2. Risk assessment data showing the qualitative and quantitative	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		reporting systems, etc.	reporting incidences. 6. Reviewing and improving risk management.		analysis and impact on the identified risk.				
Governance: Ethical Leadership	1. Promoting ethical conduct and decision-making at all levels of the university. 2. Ensuring that the university's actions align with its values and principles.	1. The university ethical leadership framework that shows code of ethics and ethical policies. 2. The university ethical decision-making tools. 3. The university ethical monitoring and evaluation which	1. Developing and communicating ethical standards. 2. Promoting a culture of integrity. 3. promoting open communication. 4. Implementing reporting mechanisms such as whistleblowing protection, incident reporting.	1. Enhanced institutional reputation. 2. Improved institutional culture. 3. Ethical decision making such as informed decisions, transparency in decision making. 4. Accountability and compliance. 5. Recognition and awards.	1. The university policy on ethical leadership. 2. Report of training and development on ethical behaviours. 3. Feedback from learners, staff, and other stakeholders. 4. Ethical incidents and reporting. 5. Ethics related performance indicators such as number of ethical	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		involves ethical audits in assessing the effectiveness of ethical policies and practices. 4. Recognition and rewards - defining method of recognising and rewarding individuals who demonstrate exceptional ethical behaviour and leadership through incentives such as	5. Engaging stakeholders, 6. Monitoring and evaluating ethical practices. 7. Recognising and rewarding ethical behaviours.	6. Positive stakeholder relationships and trust.	breaches, resolution time for ethical issues, and compliance with ethical standards 6. Communication and transparency with documentation of how ethical issues and policies are communicated to staff and learners. 7. Record of recognition, awards, and honour programmes. 8. Organisational culture showing data on employee engagement and morale				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		awards, certificates, and public recognition.			which can be influenced by ethical behaviour of leadership.				
Governance: Student Involvement	1 Providing feedback on academic programmes and services 2 Participating in curriculum and course design and development and reviews. 3 Engaging in discussions on institutional improvement. 4 Contributing to institutional internal monitoring,	1 Current students 2 Alumni	1 In-person representation of students during the development and review of OPP and DPP. 2 In-person representation of students during course design, development and reviews. 3 Getting feedback from students on services received	1 Learner friendly course materials. 2 Better student service such as academic advising, and support 3 Increased student awareness of QA processes. 4 Enhanced student-institution relations.	1 Team list for the development of OPP and DPP, course design. 2 Minutes of meetings or extracts of decision reflecting students' participation. 3 Report on internal monitoring, accreditation, and audit with specific roles played by the students. 4 Other evidence of what the institution has gained by	Director, DAP			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	accreditations and audits.		from the university.		involving students in its governance.				
Management: Operational Management	1. Overseeing the day-to-day operations and administrative functions. 2. Ensuring efficient management of facilities, resources, and support services.	1. The university strategic plan. 2. Required resources – human, finance, and physical 3. Technology integration system. 4. Policies and procedures – policies guiding various activities and the Standard Operating Procedures (S0Ps) that document procedures that outline	1. Planning and coordinating – course planning such as programme offering, curricula and resource allocation. 2. Learners' enrolment and registration and data management such as maintaining accurate records of learners' enrolment, course registration, and academic	1. Improved learners' academic success with high completion rates, successful attainment of learning outcomes, and high graduation rates. 2. Efficient resource utilisation. 3. Quality assurance. Maintaining accreditation status and compliance with educational standards and	1. Student data: • Enrolment and registration • Academic performance • Record of attendance and participation in virtual classes, discussions, and engagement with learning materials. 2. Course data to show curriculum,	Director, Academic Planning			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		how the tasks are carried out. 5. Data and information to include operational data/metrics such as student enrolment numbers, registration details, course offerings, completion rates, student engagement, academic performance, faculty and staff management to include workload distribution and	progression. 3. Delivery courses to include content development and virtual class management. 4. Providing student support services through academic advising and technical support. 5. Monitoring and evaluation. Monitoring performance by tracking and analysing learners'	regulations and consistent delivery of high-quality courses and programmes. 4. Learners' satisfaction. 5. Operational effectiveness showing reduction in inefficiencies, enhance productivity, and prompt and effective support services for learners and staff. 6. The university reputation. Evidence with	programmes and courses. 3. Faculty and staff data showing workload distribution and professional development. 4. Financial data showing income, budget and expenses. 5. Resource utilisation data showing data on student access to digital libraries, course materials, multimedia content, and technical support requests.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		professional development, financial data, and performance metrics i.e. Key Performance Indicators (KPIs) that measures the effectiveness and efficiency of operations. 6. Resource utilisation.	performance, attendance, and engagement to identify gaps for improvement, and conducting evaluations of courses and facilitators to gather feedback for necessary adjustments. 6. Quality Assurance. Implementing quality control measures in ensuring consistency and effectivenes	feedback from stakeholders and ranking.	6. Feedback from learners and facilitators.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			s of course delivery. 7. Financial management. Developing and managing budgets to ensure financial sustainability of the university and monitoring and controlling expenses related to course delivery, technology and support services.						
Management: Human Resource Management	1. Recruiting, hiring, and training of staff and faculty.	1. Strategic workforce plan. 2. Policies guiding recruitment	1. Recruiting and selecting the workforce.	1. Enhanced quality of workforce 2. Staff satisfaction and	1. List of staff by category. 2. Job analysis and descriptions.	Registrar			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	2. Managing employee relations, performance, and professional development.	and selection. 3. HR Policies and laws guiding 4. Staff training and development plan. 5. Performance management plan and performance metrics. Stated Key Performance Indicators (KPIs) to measure staff performance and productivity. 6. Compensation and benefits	2. Training and developing the workforce. 3. Monitoring and assessing staff performance. 4. Providing safety, compensation, benefits, and motivation to staff. 5. Providing conducive working environment to staff. .	engagement. 3. Increased performance and productivity. 4. Improved diversity and inclusion of staff and supportive work environment. 5. Efficient resource management. This includes optimal resource allocation, and cost-effective operations in HR related costs such as	3. Standard Operating Procedures (SOPs) for staff activities. 4. Staff performance indicators 5. Staff performance reports.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		plan such as salary structure and other benefits like health insurance, retirement plans, etc. 7. Programmes and policies that promote diversity, equity, and inclusion of the workforce. 8. Management and staff relationship. 9. Health and staff safety.		salaries, benefits, and training expenses. 6. Learners' satisfaction.					
Management: Academic management	1. Developing and maintaining academic programme	1. The university policies and procedures for	1. Designing and developing curriculum which is the Outline	1. Student success. Improved academic achievement with	Yearly report on academic management.	Director, Academic Planning			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	s and curricula. 2. Ensuring high standards of teaching, research, and learner support.	academic management. 2. Curriculum and course design: • Curriculum (OPP & DPP) Framework • Course materials to include texts, instructional videos, OERs etc. 3. Faculty and Staff: • Recruitment	Programme Proposal and Detailed Programme Proposal (OPP & DPP). 2. Designing and developing courses. 3. Providing guidance to learners on enrolment and course registration. 4. Facilitating courses virtually and providing instructional support to faculty. 5. Assessing and evaluating learners' learning. 6. Monitoring and	evidence of mastery of learning outcomes, enhanced grades, and increased graduation rates. 2. High quality course materials that meet the need of learners and society. 3. High score in accreditation. 4. Improved student engagement and retention with high retention rates.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		and retention of qualified faculty members with respective expertise. • Ongoing professional development for faculty and staff to enhance their teaching and manageme	evaluating learners academic progression. 7. Recruiting faculty and staff to support academic programmes. 8. Collecting and analysing data on student performance, retention rates, and completion rates. 9. Gathering feedback from learners, faculty, and stakeholders for service improvement.	5. Improved ranking of the university by stakeholders.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		nt skills. 4. A robust Learning Management System (LMS) that support teaching and learning with adequate technical support. 5. Academic advising services guiding learners on course selection, study plan, academic progress, providing facilitation and mentorship.	10. Integrating technology to improve teaching and learning.						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		6. Assessment and evaluation; developed diverse assessment tools to evaluate student learning and evaluation criteria that are clear and consistent for evaluating student performance and providing feedback. 7. Academic data and analytics to show data on student performance, engageme							

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		nt, retention and how is used in decision making. 8. Feedback mechanisms showing the method of collecting data from learners and usage.							
Management: Learner Support Services	1. Providing support services such as counselling, career guidance, and extracurricular activities to the learners. 2. Ensuring the well-being and engagement	1. The university policy guiding learner services. 2. Academic support mechanisms 3. Technical support mechanisms	1. Developing institutional guiding policies for learner support services. 2. Providing academic support to learners in facilitation, study resources, and academic	1. Improved academic performance of learners. 2. Increased student enrolment 3. Increased learners' satisfaction. 4. Increased retention and	1. Relevant policies. 2. Semester report on support provided to learners.	Director, Learner Support Services			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	of the learners.	4. Library and learning resources 5. Method of communication and collaboration 6. Counselling services mechanisms 7. Financial support mechanisms 8. Scope of accessibility and inclusivity. 9. Feedback and evaluation mechanisms 10. Method for orientation and onboarding.	advising in course selection, study planning, and academic progression. 3. Providing technical support to learners by having dedicated helpdesk officers to help resolve challenges in their learning platforms, software, devices and instructional materials. 4. Providing support in library and	graduation rates. 5. Improved competencies. 6. Programme objectives are met.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			learning resources in having access to digital library and multimedia resources. 5. Communicating the channels of communication to learners for real time support. This could be both virtual and in-person at the study centres. 6. Providing counselling services to learners on mental health, career services,						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			and others that may affect their studies. 7. Providing financial support to learners through scholarships, grants, and financial counselling. 8. Enhancing accessibility and inclusivity by providing assistive technologies to support learners with disabilities and ensuring that						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			learning materials are accessible and inclusive for all learners. 9. Ensuring feedback is collected from learners on their learning experiences and support services received. 10. Ensuring adequate orientation for new learners and comprehensive onboarding materials such as						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			guides and tutorials to support new learners.						
Management: Technology Management	1. Implementing and managing technological infrastructure and systems 2. Enhancing digital learning and administrative processes.	1. Infrastructure. • Hardware: reliable and up to date hardware such as servers, computers, and networking equipment that support teaching and learning in the university.	1. Infrastructure Management. Maintaining infrastructure with continuously updating software. 2. Network and connectivity. Continuous monitoring of the network to ensure reliable and high-speed connectivity, implementing and	1 Enhanced learning experience with high quality online courses that are well structured, seamless access to resources, engaging, and facilitated by robust LMS. 2 Improved connectivity and communication with evidence of stable and high-	1 Feedback survey reports from learners and staff that meet the stated objectives on technology management and support the outcomes/indicators. 2 The regulatory standard documents.	DVC, TIR			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		• Software. Necessary, adequate and licensed software applications such as LMS, Microsoft office tools, editing tools, video conferencing tools, and content creation tools like Adobe suits 2. Network and	managing security measures. 3. LMS administration. Setting up and configuring the LMS to support course delivery, communication, assessment, and integrating LMS with other systems. 4. Technical support. Providing helpdesk services to support learners and staff and training users.	speed internet connectivity and efficient use of communication tools such as video conferencing tools, messaging tools, 3 Satisfactory technical support that is timely. 4 Secured academic and operational data with ease of recovery when need be. 5 New innovations that					

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		Connectivity. Sufficient internet bandwidth to support academic and operational activities in the university and adequate network security to protect the network and data from cyber threats. 3. Learning Management System (LMS) Platform. A robust and user-friendly LMS that facilitate	5. Data Management. Managing data storage solution, performing regular data backups to prevent data loss, collecting and analysing data for decision making and improved services. 6. Cybersecurity. Conducting regular security audits to identify and address vulnerabiliti	support academic and operational activities in the university. 6 Available assistive technologies and evidence of usage. 7 Evidence of compliance with regulatory standards.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		course delivery, communication, assessment, and allows integration with other systems such as library database and Student Information Systems (SIS). 4. Technical Support. Access to helpdesk services to support learners and staff to resolve technical issues promptly and	es, developing and implementing incident response plans to handle security breaches and cyber threats. 7. Communication and collaboration tools. Managing video conferencing tools, administering platforms for communication and collaborations such as emails, instant messaging,						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		provide training programmes to users. 5. Data Management. Secure and scalable data storage solutions to store and manage academic and operational contents such as student and staff records. Also, with regular data backup procedures to prevent loss of data and for easy	and team collaboration tools. 8. Accessibility and Inclusivity. Implementing assistive technologies to support learners and staff with disabilities and ensuring of all digital contents to the needs of the users. 9. Innovation and continuous improvement. Providing enabling environme						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		recovery of data in case of emergencies. 6. Cybersecurity. Have developed security policies and utilisation of security tools such as firewalls, antivirus software, and encryption to safeguard data. 7. Communication tools. Reliable tools for video conferencing, messaging	nt of the integration of new technologies such as AI and inhouse developed platforms that support academic and operational activities. 10. Compliance and standards. Ensuring adherence to relevant regulations and standards.						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		and collaboration such as email, instant messaging, collaboration tools that enable interaction among learners, faculty and staff. 8. Accessibility. Ensuring access to all digital contents and availability of assistive technologies to support learners with disabilities. 9. Innovation and							

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		continuous improvement. The use of emerging technologies such as AI and inhouse developed software and platform to enhance academic and operational activities. 10. Compliance with standards.							
Management: Marketing and Public Relations	1 Promoting the university and its programmes through marketing and outreach efforts	1 Policy guiding Student recruitment campaigns, and advertising 2 Developed university brand and	1 Developing institutional policy guiding marketing and public relations. 2 Harnessing marketing and public	1 Brand awareness. Increased visibility of NOUN in the public and strong brand identify	1 Feedback survey reports from learners, faculty, and stakeholders. 2 Student enrolment by programmes, department, and faculty.	Director, Academic Planning			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	2 Building and maintaining a positive reputation and brand image.	image identity. 3 Developed procedure for building and managing relationships with media outlets. 4 Established mode of internal and external communications. 5 Public relations mechanisms. 6 Robust university website that promotes digital presence.	relations standards. 3 Carrying out student recruitment campaigns, advertising and promotions of NOUN services. 4 Maintaining the university's brand identity, building and managing relationships with media outlets to promote positive coverage of the university. 5 Managing internal and external	that promotes NOUN. 2 Student enrolment. Increased student enrolment. 3 Positive reputation received through media coverage highlighting NOUN achievements, programmes and contribution to the society. 4 Stakeholders' engagement. Evidence of active social media	3 Evidence of positive reputation using metrics such as academic ranking, research output, employers' remarks on NOUN products, retention and graduation rates, internalisation (percentage of international student enrolment, and global partnership), the success of alumni such as notable achievements of alumni and level of engagement and support				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			communications using media such as newsletters, announcements, magazines for internal communications and communicating with external stakeholders such as learners, parents, alumni and partners with letters, NOUN website, etc. 6 Public relations. Writing and publishing press release	presence fostering interaction and engagement with current and prospective learners, and building community partnerships with organisations, industries, and educational institutions. 5 Effective communication with clear, consistent, messaging using channels	from alumni including donations and participations in events.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			about university important events, achievements, and news. 7 Handling public relations crises and managing the university's response to negative publicity. 8 Digital presence. Ensuring digital presence of activities that will promote the university's image on NOUN websites	that can reach all stakeholders. 6 Outcomes of crises managed. 7 Reports of feedback from learners, faculty, and stakeholders to assess the effectiveness of marketing and public relations efforts.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
Management: Internal Quality Assurance	1. Establishing and maintaining quality standards for the university activities. 2. Conducting regular assessments and evaluation to ensure continuous improvement.	1 SOPs 2 NQMS Platform 3 University policies 4 Relevant National policies 5 Monitoring Tool/Template	1 QA Senate Committee meetings. 2 Faculties, directorates, centres, and units committee meetings on quality assurance matters. 3 DQA meetings with faculties, directorates, study centres, academic centres, and units representatives. 4 Checking compliance with the university Standard Operating	1 Minutes of meetings or extracts from Senate Committee QA meetings. 2 Faculties, directorates, study centres, academic centres, and units extracts of meetings on quality assurance mechanisms. 3 Minutes of meetings or extracts of meetings of DQA with representatives from faculties, directorates, academic centres,	1 Monitoring and Evaluation (M&E). Reports 2 Implementation of the M&E reports.	Director, QA			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			Procedures (SOPs) 5 Virtually monitoring staff academic and operational performance of activities in NQMS 6 Complement the virtual monitoring with physical visits to faculties, study centres, directorates, academic centres and units to interview relevant staff, examine documents and assess	study centres, and units. 4 Compliance reports. 5 DQA reports on organised training workshops and seminars for staff and learners in the university.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			physical structures that could not be uploaded for view on NQMS.						
Teaching and learning									
Curriculum and Course Design	1 Design and develop relevant curriculum that meet the need of learners and current industry standards. 2 Design and develop courses with clear and logical structure to meet the learning outcomes.	1 National benchmark and guidelines. 2 Relevant institutional policies 3 Industry standards 4 Senate approval for the programmes. 5 Current student enrolment number or proposed enrolment number.	1 Selecting required human resources. 2 Studying and understanding the required national benchmarks, institutional policies, and industry standards. 3 Designing and developing	1 The Outline Programme Proposal and Detailed Programme Proposal (OPP & DPP) showing the Table of Specification for the courses. 2 Interactive course materials in print	1 The OPP & DPP. 2 The developed course materials in each programme. 3 The LMS showing the presentation of the course materials.	Heads of Departments (HoDs)			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		6 Programme objectives 7 Programme competency frameworks that outline the required knowledge, skills, and attitudes for successful performance. 8 Framework for instructional design and content creation 9 Framework for assessment and evaluation 10 Feedback mechanisms 11 Human resources – Subject Matter	the curricula. 4 Designing and developing the courses. 5 Deploying the courses in textual and digital formats.	and digital in LMS. 3					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		Experts (SMEs), Instructional Designers (IDs), Instructional Technologies, Industry personnel, learners. 12 Content creation tools.							
Instructional Quality	1 Effectiveness of content delivery methods using reading materials, instructional videos, and interactive activities. 2 Effectiveness of strategies used in engaging	1 Institutional methods for content delivery. 2 Institutional strategies for engaging learners. 3 List of human resources by their qualifications and role played in the design and	1 Identifying the best delivery method based on the learning outcomes. 2 Developing and implementing the content delivery methods. 3 Identifying, developing, and implementi	1 The reading materials, instructional videos, and the interactive activities meet the learning outcomes. 2 The strategies (discussion forum, group work, etc) used are	1 Course materials and instructional videos. 2 List of personnel in the team that developed the course materials by their qualifications and the role played in the development.	Heads of Departments (HoDs)			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	learners such as group work, discussion forum, and interactive tools. 3 Expertise of the human resources used in design and developing the learning contents.	development of the curriculum or course.	ng strategies to engage learners to meet the learning outcomes.	engaging and promote learning. 3 Each personnel contributed maximally in their areas of expertise.					
Learner Support	1 Providing guidance to learners through facilitation of courses. 2 Guiding learners on course selection. 3 Mentoring learners to support	1 Instructional policy on learner support services 2 Mentorship framework.	1 Guiding learners on the courses to register. 2 Guiding learners to work through their course materials, 3 Providing mentorship to learners	1 Survey report on learners' satisfaction on the learning support provided by faculty. 2 Increased participation rate of	1 Survey report on learners' satisfaction on the learning support provided by faculty. 2 Data on learners' academic performance.	Heads of Departments (HoDs)			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	their learning and development. 4 Providing technical support to learners during facilitation and taking assessment online.		by assisting them understand course content, assignments, expectations, advise on study strategies, assisting them plan their course schedule, providing research mentorship, professional mentorship, personal development mentorship, serving as counselling referrals for adequate support	learners in facilitation. 3 Increased passed rates in courses. 4 Increased enrolment rates. 5 Increased graduation rates.	3 Learners' progression rates. 4 Staff to student ratio.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			when need be. 4 Guiding learners on technical requirements while working on a course or during facilitation or when taking assignment or making presentations. For instance, required software.						
Assessment and feedback	1 Using diverse assessment methods such as quizzes, assignments, and projects to test learners'	1 Relevant polices guiding assessment in NOUN. 2 List of different assessment methods approved by	1 Developing test items. 2 Testing the validity and reliability of test items. 3 Standardising and banking test items.	1 Developed test items by courses, programmes, and faculty. 2 Feedback provided to learners. 3 Questionnaire used in collecting	1 Samples of validated or moderated test items by courses, programmes, and faculty with the moderators' reports.	Heads of Departments (HoDs)			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	mastery of contents. 2 Providing timely and constructive feedback on assessments that will help the learners improve on their learning. 3 Aligning assessment with learning outcomes.	the university. 3 Course materials.		feedback from learners to ascertain their satisfaction of assessment and feedback.	2 Samples of standardised test items. 3 Samples of feedback provided to learners. 4 Survey feedback report from students on their satisfaction on assessment and feedback				
Technology integration	1 Effectiveness of using LMS in supporting course delivery, communication and assessment of learning.	1 LMS 2 Multimedia studio 3 Technologists 4 Learning outcomes 5 Content creation and integration software	1 Taking training on how to navigate the LMS and upload and manage content in the LMS. 2 Identifying suitable	1 Developed multimedia resources in line with learning outcomes. 2 Course materials with the integrated multimedia resources	1 The LMS showing the integration of the multimedia resources into learning contents. 2 Learners' access to LMS and its contents.	Heads of Departments (HoDs)			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	2 Effectiveness of using multimedia resources such as instructional videos, podcast, and simulations in enhancing learning. 3 Accessibility of technological tools and resources to all learners irrespective of their abilities, status or location.	6 Training workshop	technology that fits into the stated learning outcomes. 3 Designing and developing multimedia resources that meet the learning outcomes. 4 Integrating multimedia technologies into course contents.	in the LMS.	3 Survey feedback report on students' satisfaction on the integration of technology into learning contents.				
Learner Engagement and Retention	1 Effective and meaningful interaction between learners to	1. Learning resources 2. Facilitation support 3. LMS	1. Creating topic-based discussion forums where learners	1. Improved learners' satisfaction.	1. Course materials 2. LMS 3. Assessments	Heads of Departments (HoDs)			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	learners, learners to facilitators, and learners with learning contents. 2 Building a sense of community among learners through virtual events and activities. 3 Increasing students' retention and reduce dropout rates.	4. Technical support 5. Collaborative tools 6. Assistive tools	can share insights, ask questions, and engage in meaningful dialogue. 2. Creating moderated forum discussions where a facilitator or teaching assistant guide discussions, encourage learners and ensure respectful interactions. 3. Organising group projects that require learners to work together,	2. Increased completion rates. 3. Reduced attrition rates, 4. Reduced dropout rates. 5. Increased student enrolment					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			collaborate on tasks, and produce a collective output. 4. Developing discussion topics that can be discussed by learners during virtual facilitation in groups using zoom breakout sessions and make a collective presentation through the group head or rapporteur 5. Hosting live webinars with guest facilitators or industry						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			experts to provide learners with real-world insights. 6. Organising question and answer sessions where learners can interact with facilitators, ask questions, and receive immediate feedback. 7. Using case studies, scenarios, simulations, story telling, and role play exercises to encourage learners to						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			apply theoretical knowledge to practical scenarios. 8. Creating and implementing peer review activities where learners will evaluate and provide constructive feedback on each other's work. 9. Encouraging learners to create special social media group for connection, sharing of resources, and						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			discussing course related topics. 10. Establishing online communities or forums where learners can network, share experience and support one another. 11. Integrating gamified elements such as Self-Assessment Exercises (SMEs), challenges or competitions to motivate learners,						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			and offering rewards such as digital badges, and certificates for learning achieved. 12. Integrating feedback and reflective activities by encouraging learners to maintain reflective journals where they document their learning experiences, challenges, and insights. 13. Providing opportunities for						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			learners to provide feedback on course activities and interactions.						
Quality Assurance on Learning	1. Regular review and improvement of learning resources based on stakeholders' feedback and performance of learners. 2. Programme meeting national, international, and professional accreditations.	1. Programme and course objectives. 2. Programme required competencies 3. Learning outcomes. 4. Programme OPP & DPP 5. Learning resources 6. Learning infrastructures 7. Course delivery mechanisms	1. Ensuring compliance to the university recognised standards 2. Carrying out minor review of course materials before the beginning of new semester where there is check for dead links, setting up the course page on the LMS.	1. Increased enrolment 2. Increased students' satisfaction 3. Increased graduate rates 4. Increased outcomes of graduates 5. Increased impacts of graduates on the society.	1. Accreditation or resource verification reports. 2. Evidence of improvement based on accreditation and feedback survey reports, 3. Graduate outcomes and impacts. 4. Employers' assessment reports of graduates.	Heads of Departments (HoDs)			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			3. Carrying out major review of learning resources. 4. Presenting programme for accreditation. 5. Carrying out tracer study of graduates. 6. Employers' assessment reports of graduates.						
Availability of Resources	Ensuring availability of resources for teaching and learning.	1. Digital and physical libraries. 2. Course materials 3. Support services	1. Subscribing to digital learning resources. 2. Giving access to users to digital library with inclusivity. 3. Producing course	1. Improved students' satisfaction. 2. Increased enrolment.	Users survey feedback report on availability of resources.	Heads of Departments (HoDs)			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			materials for all courses 4. Ensuring the upload of all course materials into the LMS 5. Providing support services.						
Collaboration, partnerships, and Linkages	1. Enhancing the quality of teaching and learning through resource sharing and collaboration in developing curriculum. 2. Expanding opportunities by gaining access to	1. Related policies guiding collaboration, partnerships, and linkages in NOUN. 2. List of partners by name, purpose, start date, and duration. 3. Signed Memorandu	1. Meetings, negotiating, defining partnership relationships and signing the MoUs. 2. Establishing clear and open communication channels. 3. Defining Key Performance Indicators	1 Enhanced service delivery in NOUN with listing of major enhancement gained through partnerships and collaborations. 2 Improved NOUN contributions to the society	1 Report of activities with each partner 2 Evidence on international collaborations	Director, Advancement and Linkages.			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	specialised knowledge and skills through partnerships with educational institutions, industry professionals and Subject Matter Experts (SMEs) 3. Developing educational programmes to reach wider audience through partnerships. 4. Building strong networks with local communities to understand	m of Understanding (MoUs) and agreements for each partner. .	(KPIs) for monitoring and evaluating the success of partnership. 4. Performing the activities as stated in the MoU.	through partnership and collaborations with listing of the major contributions.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	and address their educational needs. 5. Enhancing learners learning experience through internships, work placements, and industry collaborations. 6. Facilitating students and faculty exchange programmes to promote cultural exchange and global perspectives 7. Partnering with								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	technology providers to integrate cutting-edge tools and platforms that enhance learning. 8. Collaborating on innovative teaching methods and pedagogical approaches to improve learners learning 9. Support educational initiatives by securing funding and grants through partnership								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	s with government agencies, non-profit, and private sector organisations. 10. Partnering with educational institutions, agencies, and industry to promote quality education in open and distance learning, and online learning. 11. Enhancing professional development by providing opportuniti								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	es for faculty and staff to collaborate with other institutions and organisations in research and developing creative and innovative ideas. 12. Creating networking opportunities for faculty, staff, and students to connect with industry professionals and peers.								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
Research, innovation and technology									
Research	1. Advancing knowledge by uncovering new facts, theories, insights in various fields of study, and deepening understanding of existing phenomena, concepts, and practices. 2. Identifying real-world problems and challenges and providing	1. Relevant policies guiding research in NOUN. 2. Sources of getting funds and grants to sponsor research. 3. Research facilities such as laboratories, and equipment. 4. Qualified researchers with expertise in relevant fields. 5. Access to data.	1. Accepting, screening, and approving research proposals 2. Literature review. A comprehensive review of literature to identify gaps in knowledge and inform research questions. 3. Data collection. Data gathering through surveys, interviews, experiments,	1. Published research in high impact journals. 2. The outcome and impact of research in NOUN service delivery and the community. 3. Organised research fairs.	1. List of sponsored research by author, research title, identified gap, outcome of the findings, impact, name of sponsor, start date and end date (duration) 2. Reports on research fairs held with pictures and list of participants with institutional affiliation and ideas showcased. 3. Citations of published	Director, Research and Administration			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	solutions through applied research. 3. Influencing decisions and interventions through evidence-based solutions. 4. Impacting community development through research outputs 5. Improving practices in ODL environments.	6. Defined collaborative networks either with individuals, institutions, research organisations, and industry partners.	observations, and other methods. 4. Data analysis. Analysing the data gathered using statistical tools and qualitative methods to derive meaningful insights. 5. Publication. Writing and publishing research findings in reputable journals. 6. Deployment of research findings beyond publication.		research from the university. 4. Institutional research reports for both students and staff measuring the quantity, quality, and efficiency with the following metrics: • Quantity – Number of published papers in reputable journals. • Quality – publication count by number of published research in peer-reviewed				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					journals, journal impact factor i.e. the quality of the journal in which the research was published. Citation counts stating the number of times a researcher's work was cited by other researchers indicating the influence and relevance of the research				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					work, evidence of usage of the research outcomes, H-Index to measure both the productivity and citation impact, research grants and funding received, conference paper presented which shows engagement with research community, involvement in				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					research collaboration and partnership, research awards and recognition received, patent and intellectual property generated from research, peer reviews and external evaluators report on the quality and impact of the research.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					• Efficiency – research output per faculty member showing the number of publications, projects, research activities completed end of each semester; funding utilisation showing adequate report on its use; time of publication showing the				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					average time taken form beginning of research project to publication; grant success rate showing the percentage of grant applications that are successful; cost per research project to show the cost efficiency, research staff utilisation				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					showing the extent research staff are engaged in productive activities, collaboration efficiency showing the number of successful collaborations and the impact of the partnerships; patent filing efficiency showing the ratio of patents				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
					filed to research projects undertaken.				
Innovation	1. Fostering creativity and experimentation in developing new techniques to solve identified problem or challenge. 2. Promoting entrepreneurial initiatives and innovation projects that can lead to new products, services,	1 Relevant policies guiding innovation in NOUN. 2 Instituting a culture of creativity and innovation within the university. 3 Established robust innovation hubs or incubation centres to support the development of new ideas and projects. 4 Policy driving	1 Providing enabling environment and support for the learners for: • Idea generation by encouraging creative thinking and brainstorming sessions. • Prototyping and developing models to test and refine	Creative and innovative products and services	1. Creative and innovative products and services. 2. List of awards received by the innovators (staff and students) based on their innovative ideas. 3. Evidential impact of the creative and innovative ideas on the university and society.	Director, DE&GS and Director, Research and Administration			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	and start-ups.	interdisciplinary collaboration. 5 Framework for mentorship and guidance in NOUN.	generated ideas. • Piloting the idea generated to assess the feasibility and impact of the innovative solutions. • Participation in an organised innovative competitions and hackathons within and outside NOUN to foster innovation and identify creative solutions.						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
			2. Providing entrepreneurship support and resources for developing entrepreneurial initiatives, including incubation programmes and mentorship.						
Technology	1. Integrating advanced technology such as artificial intelligence, virtual reality, platforms etc to address challenges in open and distance learning.	1. Technological infrastructure. 2. Digital tools and platforms. 3. Technical support 4. Cybersecurity measures.	1. Integrating advanced technology to address identified challenges. 2. Developing and maintaining platforms and software that can address ODL and	1. Developed software 2. Developed platforms.	1. List of developed platforms by name, purpose, outcomes, and date developed with link to view the platform. 2. List of software and their uses with outcomes of their uses.	DVC, TIR			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	2. Developing software and platforms to address challenges in service delivery in ODL. 3. Using technology to address societal challenges.		social challenges		Like to view the usage or report on the usage.				
Study Centres									
Public Enquiries	1 Disseminating accurate and up-to-date information about the university's programmes, courses, admission processes, fees, and other relevant information	1 The university website. 2 Database on programmes, courses, admission requirements, fee, schedules, and institutional policies guiding the	1 Disseminating information 2 Supporting and addressing learners enquires and challenges.	1 Link to university website. 2 Maximum time taken to address stakeholders' queries and concerns. 3 Report on public enquiries indicating the gaps,	The report on public enquiries reflecting the objectives.	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	to learners and general public. 2 Supporting and guiding learners on academic matters such as registrable courses, registration, programme duration, procedures, facilitation schedules and examinations. 3 Addressing queries and concerns of learners, parents/guardians, the public. 4 Promoting accessibility by ensuring there is	various activities. 3 Orientation materials. 4 Automated response systems. 5 Engagement platforms such as social media, online forums, discussion boards.		challenges, and impact on enrolment and completion rates.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	inclusiveness in the dissemination of information and service support using different channels of communication. 5 Providing honest and transparent information to the learners and public to build trust. 6 Collecting feedback from learners and other stakeholders on the various services of the								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	university to identify the areas for improvement. 7 Promoting the university's programmes and services to attract prospective learners and increase enrolment through effective communication and outreach efforts.								
Student Enrolment and Registration	1 Ensuring that the enrolment process is accessible and inclusive of all who	1 Student's handbook. 2 The university calendar 3 The university registration	Supporting learners during programme and course enrolment.	1 List of enrolled learners by faculty, programme and year.	1 Learners' enrolment by programme and year at the study centre.	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	demand to learning in NOUN irrespective abilities, location, and background. 2 Ensuring accurate and comprehensive learners' information such as personal data, academic history, and course preference, to support administrative and academic planning. 3 Implementing seamless	procedures including the digital version.		2 Evidence of support provided.	2 International to domestic student ratio.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	efficient and user-friendly enrolment registration procedures that minimise barriers to learning in NOUN. 4 Ensuring compliance and documentation of registration activities with the university regulations. 5 Monitoring and managing student enrolment to measure the level of growth and balance the demand								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	with required facilities for teaching and learning. 6 Using technology to facilitate enrolment and registration for efficiency and to the convenient of learners. 7 Engaging with prospective and newly enrolled learners through orientation programmes and communication to build a sense of								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	belonging in NOUN. 8 Providing a positive and supportive enrolment experience that would encourage learners' retention and success.								
Academic Advising	1 Providing advising that would help learners create effective academic plans that aligns with the institutional goals, career aspirations, and personal	1 Learners' information which includes personal details, academic history, course enrolment, and progress report. 2 Academic resources such as OPP and DPP, and	1 Individual sessions with learners i.e. one-on-0ne meeting to discuss their academic goals, progress, and challenges they may be facing. 2 Guiding learners in developing	1 Programme pass rates 2 Learners' retention rates. 3 Learners' progression rates.	Evidence to the academic advising provided.	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	circumstances. 2 Guiding learners in selecting appropriate courses that meet the degree requirements and their individual learning needs. 3 Regularly monitoring and review of learners' academic progress, identification of potential challenges and timely intervention. 4 Providing referral guidance to connect	academic calendar. 3 Advising software and tools that are used for tracking student progress, schedule appointments, and managing advising sessions. 4 Collaboration mechanisms with faculty members for regular updates. 5 Relevant university policies for updates	personal academic plan. 3 Guiding learners on course registration. 4 Regularly reviewing learners' academic performance, identifying gaps and providing timely interventions.						

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	learners with relevant resources and services such as facilitation, technical support, library resources etc. 5 Encouraging and motivating learners to stay focus and committed to their studies. 6 Providing career, social, and psychological counselling to learners to support their								

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	completion rates.								
Examination Administration	1 Ensuring compliance with the university regulations in ensuring that the examinations are fair, valid, and reliable measures of student learning. 2 Ensuring robust security measures to prevent cheating, plagiarisms, and other forms of academic dishonesty during examinations.	1 Examination timetable 2 Examination materials 3 Examination guidelines and policies 4 Examination venues which is adequately equipped and accessible examination halls with appropriate seating arrangements, lighting, and ventilation. 5 Student identification and verification	1 Setting up examination venues. 2 Verifying learners identify in ensuring only registered learners are taking the exams. 3 Invigilation which involves monitoring the learners during the examination to present cheating and maintaining a fair environment. 4 Providing technical support for	1 Examination timetables 2 Student attendance records 3 Examination booklets used by learners in the exams. 4 Incident reports which is the documentation of incidents or irregularities that occurred during the exam process. 5 Feedback from learners and invigilators on the	Report on examination administration.	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		to prevent impersonation. 6 Robust security protocols to prevent unauthorised access to examination halls and materials. 7 Planned logistics for the distribution and collection of examination materials, transportation, and storage. 8 Emergency preparedness during examinations such as rude behaviour,	both in-person and online exams. 5 Distributing question papers and answer sheets at the beginning of exams to learners and collecting the completed answer sheets and other materials at the end of exams. 6 Carrying out post-exam processing which includes transporting the used	examinations. 6 Compliance and audit reports showing the documentation of compliance with examination policies, procedures, and regulations. 7 Minutes of meetings or extracts of minutes on post-examination review meetings.					

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		power outages or health issues.	answer sheets to the assigned designation, returning of servers, and other materials. 7 Preparing and submitting reports on examination issues.						
Coordination of authentic assessments - Learners Research, seminars, teaching practice, practical etc.	1 Providing administrative support in handling the logistics aspects of authentic assessments such as scheduling, distributing necessary materials, collecting completed works and	1 Clearly defined learning outcomes that the assessments aim to measure. 2 The assessment design and rubrics that outline the criteria for evaluation	1 Studying and understanding the assessment criteria and rubrics received from faculty. 2 Scheduling and logistics to ensure fitness to the	1 Student performance results. 2 Feedback reports highlighting strengths, areas for improvement, and suggestions for further development.	1 Student demographics – backgrounds, age, gender, cultural background, prior education to evaluate the assessment of their needs and contexts. 2 The stated learning outcomes.	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	submitting to the respective departments and directorates. 2 Ensuring inclusivity of all learners during assessments. 3 Providing guidance to the learners on how they can receive feedback on the assessments.	in ensuring consistency and fairness in grading. 3 Access to appropriate technology and tools required for the assessments such as software. Multimedia resources etc. 4 The manual or instructional material guiding the learners on requirements and expectations of the assessments.	university calendar. 3 Monitoring and supervising the assessment processes. 4 Ensuing quality assurance and evaluation in ensuring valid, reliable, that will meet the stated learning outcomes.	3 Performance data analysis. 4 Alignment with learning outcomes. 5 Skill development evidence such as professional skills, creative thinking, problem-solving skills, communication, and teamwork.	3 Assessment criteria and rubrics. 4 Course materials and resources to evaluate the access the learners has to the materials and resources in completing the assessments. 5 Learners' performance data such as grades, attendance, participation, feedback.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		5 Defined feedback mechanism 6 Accessibility and inclusivity of learners during the assessments. 7 Defined stakeholders' involvement such as industry partners and professional bodies.							
Access to Learning Resources	Ensuring learners have access to facilitation room, free internet, library, laboratories and other necessary resources.	1 Learning Management System (LMS). To evaluate its robustness, friendliness, and as a hub for accessing course	1 Developing and curating high-quality digital contents and other resources. 2 Managing and updating	1 Increase in student engagement with course materials and LMS. 2 Improved academic performance as	1 Learners' demography – age, gender, location, educational background, disability etc. 2 Resouce usage data showing the	Study Centre Directors			

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		materials, assignments, discussion forums and others. 2 Digital library and other online databases. 3 Internet connectivity with reliable and high-speed to ensure easy download of materials, stream lectures, and participate in online discussions. 4 Access credentials with secured	the learning management system (LMS). 3 Providing technical supports to resolve technical issues and ease learning. 4 Conducting orientations to familiarise learners with the learning resources. 5 Distributing resources. 6 Working with faculties to provide adequate guidance to learners. 7 Data manageme	learners have easy access to relevant learning resources and support. 3 Seamless access. 4 Enhanced learning experience 5 Increased learners' satisfactions.	frequency of use. 3 Access pattern such as peak times for resource usage and preferred types of resources. 4 Records of technical issues and how they were resolved. 5 Availability of up-to-date resources. 6 Feedback from learners on the quality, relevance, and accessibility of learning resources collected through surveys, focus groups,				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		login credentials for learners to access the required platforms. 5 Multimedia contents such as instructional videos, podcasts, interactive simulations, and recorded webinars and facilitations. 6 Technical support that helps learners navigate online platforms, troubleshoot issues, and maximise	nt and reporting. Keeping accurate record of resource usages, access patterns, and user feedback which are required for data analysis in identifying trend and areas for improvement.		or feedback forms. 7 Learners' academic performance data showing how it correlates with access to and the use of learning resources 8 Device and connectivity information with details on the type of devices learners are using in accessing learning resources and the quality of internet. 9 Accessibility needs including the use of assistive technologies.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		the use of digital resources. 7 Device accessibility such as computers, tablets, smartphones, that enable learners to interact with digital learning materials and resources. 8 Assistive technologies such as screen readers, speech recognition software, and other tools to support inclusive learning			10 Institutional policies and practices relating to the provision and access of learning resources. 11 Data on metrics on student engagement with learning resources such as participation in online discussions, completion rates of assigned readings, and interactions with multimedia content.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		especially with disabilities. 9 Course materials that are comprehensive and up-to-date in text and digital format in the LMS. 10 Academic support services with access to mentorship, academic advising, and guide to learning resources. 11 Feedback and evaluation mechanisms – stating the system for							

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		collecting feedback from learners on the quality and accessibility of learning resources.							
Technical Support	Providing IT helpdesk support on general technical assistance and troubleshooting for hardware and software issues through various channels such as phone, email, chat, and in-person.	1 Dedicated IT helpdesk. 2 Technical infrastructure which includes high-speed internet, servers, and networks. 3 Technical documentation and guide that provides comprehensive technical documentat	1 Identifying and diagnosing technical issues faced by users. 2 Assisting users navigate the platform such as LMS, registration portal, and student portals. 3 Responding to technical enquires	1. Resolved technical issues faced by learners, faculty, and staff. 2. Improved user satisfaction in terms of timely and effective technical assistance, resulting in positive learning experience. 3. Comprehensive	1. Survey and feedback showing user satisfaction. 2. Issue resolution time showing average time taken to resolve technical issues and metrics on response times and resolution times 3. Volume of support request. Record of	Study Centre Directors			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		ion such as user guides and FAQs. 4 Technical support staff who can quickly respond and resolve technical issues. 5 Access to software and tools for learning. 6 Regular trainings and workshops for learners and staff on how to effectively use the technological tools and resources for teaching and learning.	4 Installing and updating software. 5 Resolving connectivity issues such as problems with Wi-Fi, VPN, or network. 6 Device configuration – assisting users in configuring their devices such as desktops, laptops, tables, smartphones, etc. 7 Providing guidance to users on cybersecurity.	documentation of the support given. 4. Record of technical training provided for users. 5. Feedback report and improvement plan. 6. Data security provided and its compliance with relevant policies and regulations. 7. Record of maintenance in ensuring all software and platforms	number and types of technical support requests received and attended to. 4. Availability of technical support such as the hours of operations and channels of communication (phones, emails, chat etc.) 5. User demography. 6. Report on accessibility and inclusivity in providing technical support to all learners including those with disabilities.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		7 Remote support capabilities for learners and staff regardless their locations. 8 Feedback mechanism where learners and staff can share their experience. 9 Mechanisms for regular monitoring and maintenance of technical infrastructure. 10 Backup and recovery systems to	8 Providing remote technical support to users, 9 Conducting trainings and workshops on how to use technology tools and platform effectively. 10 Monitoring and maintaining technical systems and infrastructure for effective performance. 11 Collecting feedback from users in improving	are up to date.	7. Incident reports showing detailed reports on major technical incidents including the causes, impact, and resolution steps taken.				

Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
		protect data. 11 Access to technical resources such as troubleshooting guides, video tutorials, and online forums. 12 Accessibility and inclusivity to all learners irrespective of their abilities, locations, and status.	technical services. 12 Documenting and reporting by keeping detailed records of technical support interactions and resolutions.						
Community building	1. Organising educational workshops and seminars such as digital literacy, career	1. Institutional policies relating to community building. 2. Allocation of resources for	1. Supporting community development through educational workshops and seminars.	1. List of organised programmes. 2. Feedback from the participants in the organised	Report of contribution to community development.	Study Centre Directors			

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Criteria	Objectives	Inputs	Activities	Outputs/Indicators	Required Data	Person responsible to provide sources for the required data	Performance Level	Identified Gaps	Recommended Improvement
	development, etc, to support the community. 2. Supporting the communities by conducting health and wellness programmes 3. Organising outreach and support programmes such as counselling, legal advice clinics, entrepreneurship literacy that would help community members navigate through various challenges.	community projects. 3. The engagement activities. 4. The support services. 5. The communication channels.	2. Providing health and wellness services programmes. 3. Organising outreach and support programmes in areas of needs within what NOUN can provide.	programmes using survey or focused group interviews.					

In addition to the monitoring tool in Table 1.2, there is a second monitoring tool for staff performance as shown in Table 1.3. NOUN has automated platform called NOUN Quality Management System (NQMS) which is the tool for monitoring staff performance. Staff performances are measured against the assigned tasks in the Standard Operating Procedure (SOP). Performance data are collected from NQMS and are analysed by the M&E officers. The results are evaluated to guide decisions on improvement strategies. The features of NQMS are:

- Interactive dashboard
- Real-time monitoring
- Data analysis
- Reporting and feedback
- Continuous adaptation in ensuring tasks and activities remain responsive
- Stakeholders' engagement for inclusivity

Table 1.3   KPI for Monitoring Staff Performance in NQMS

S/N	KPI		Metrics	Findings based on collected and analysed data	Challenges and Gaps affecting achievement of outputs
1	Staff Workload	1	Number of assigned tasks/duties including ad hoc duties.		
		2	Tasks/duties completion time (average time taken)		
		3	Number of task/duties completed within a semester		
		4	Work in progress i.e. number of ongoing tasks/duties at the end of a semester.		
		5	Adherence to deadline/timelines		
		6	Break and annual leave usage		
2	SOP Compliance Score	1	Percentage of adherence to SOP (score) per task/duty assigned		
		2	Average score of all assigned tasks/duties		
		3	Task/duty with the highest score		
		4	Task/duty with the lowest score		

S/N	KPI	Metrics	Findings based on collected and analysed data	Challenges and Gaps affecting achievement of outputs
3	Quality of Task/Duty performed	1 Competency (skills, knowledge, and abilities possessed by the staff): • Certifications and qualifications relating to given tasks. • Skills assessment through job outputs and feedback from students and users. Such skills as job professional skills, interpersonal communication skills, problem solving skills, mentorship skills, creative and innovative skills, public speaking skills, leadership skills, adaptability skills (ability to handle changes in the university). • Training participation in enhancing job performance determined by self or university sponsored trainings, relevance, and level of utilisation of the knowledge gained. • Task proficiency by determining the success rate and quality of task completion using compliance with task SOP. • Innovation by determining the frequency and impact of new ideas or improvements staff put into assigned task(s). • Mentorship and knowledge sharing by ascertaining willingness and effectiveness in mentoring others and expertise		

S/N	KPI	Metrics	Findings based on collected and analysed data	Challenges and Gaps affecting achievement of outputs
		sharing through responses received from colleagues and students with evidence.		

		2 Effectiveness:
		  • Quality of outputs as measured against set tasks SOP, tasks objectives, and related university policies.
		  • Task accuracy measured by level of correctness and precision of the completed task using the compliance score.
		  • Problem solving skills by demonstrating ability to effectively address and resolved issues that arise when performing tasks.
		  • Teamwork and collaboration by working within a committee or consulting relevant units or persons or providing relevant information to support others when carrying out assigned tasks.
		  • Technical proficiency by demonstrating mastery of the technical skills required for the assigned tasks.
		  • Feedback from students and users of the tasks' outputs.
		  • Take up of new task by determining the willingness to take on new task.
		  • Percentage improvement based on immediate		

S/N	KPI	Metrics	Findings based on collected and analysed data	Challenges and Gaps affecting achievement of outputs
		feedback received from QA Compliance Officers. • Consistency in maintaining high performance		
		3 Efficiency: • Task completion time. Completion time by the average time taken to complete tasks reflecting efficiency and proficiency. • Resource utilisation by assessing effective utilisation of resources such as time, materials, and budget in completing the task. • Utilisation rate by determining the percentage of working hours spent on productive tasks. • Overtime hours by determining the number of extra time outside the normal working hours put into the production of an outcome indicating potential workload issues and inefficiencies. • Output per staff by determining the volume of work produced by the staff within a semester/quarterly. • Cost efficiency by determining the cost incurred per task or project per semester/quarter. • Task backlog by determining the number of pending tasks or projects that cause bottlenecks or		

S/N	KPI	Metrics	Findings based on collected and analysed data	Challenges and Gaps affecting achievement of outputs
		inefficiencies in the university outputs. • Employee feedback regarding their workload and challenges. • Performance to budget by comparing the actual performance against budgeted resources to measure efficiency. • Staff turnover rates by determining withdrawal of services, retirements, deaths, transfers, and redeployment		

Data gathered with NOUN monitoring tool, personal interviews, and Onsight visits will be used to compliment the KPI for Monitoring Staff Performance in NQMS.

1.4: Implementation of Monitoring Design

The following steps are taken during monitoring:

1. Two weeks to the beginning of the quarterly monitoring exercise which can also be referred to as internal audit, the DQA will send NOUN Monitoring Tool (NMT) to the identified persons responsible to provide the sources for the required data as stated in the tool where the M&E officers will access the data for assessments. This exercise is completed within 14 days including weekends.

2. DQA receive responses on the sources for the identified data and verify the sources. Where there is need for further clarity, calls, emails, and personal contacts are used. This is to ensure that the correct sources are provided. The verification exercise is completed withing 7 days.

3. M&E officers follow the process in NMT to collect data from the provided sources and collect staff performance data from NQMS using the KPI for Monitoring Staff Performance in NQMS. This is followed with personal visits to faculties,

directorates, study centres, other centres, and units for the verification of specific data through document assessments, interviews, and observations.

4. M&E officers analyse the data collected using statistical tools with the combination of automated analysis in NQMS and manual computation with the use of digital tools such as Microsoft Excel, SPSS, Tableau for visualisation etc.

5. M&E officers present monitoring findings to the Director, QA for review and readiness for evaluation. The findings focus on the following KPI to measure the university achievements.

    *   Institutional governance and management

    *   Teaching and learning

    *   Collaboration, partnerships, and Linkages

    *   Research, innovation and technology

    *   Study centres

6. Apart from the quarterly monitoring exercises/internal audit, the M&E officers continuously monitor the implementations of suggested Senate approved improvements derived from the university internal quarterly monitoring and evaluation exercises, external audit reports, and accreditation reports.   The implementation monitoring tool is as presented in Table 1.4.

Table 1.4   Monitoring Tools for the Implementation of Suggested Improvements
Name of Department/Directorate/Centre/Unit:

S/N	Identified Gap(s)	Identified By:	Recommended remedy	Performance Level			Feedback from M&E to the concerned
				Action taken as recommended	Action taken but not as recommended	No Action	

1.5: Monitoring Findings and Usage

Once data have been collected and analysed, the findings are used for the followings:

1. Decision-Making: it provides data and insights that guides the strategic and operational decisions.
2. Performance Assessment: it is used to evaluate the competencies, effectiveness, and efficiency of tasks, SOPs, and policies in line with the university objectives and core values.
3. Accountability: It provides verifiable information to stakeholders about the progress of the university.
4. Resource Allocation: It helps the university in effective allocation and utilisation of resources based on identified needs and performance.
5. Timely intervention: Early detection of gaps and challenges helps the university in taken early actions in curbing issues that would have affected the university negatively in academic and operational activities.
6. Improvement of learning: Findings on teaching and learning are used to improve learning in the areas of programme requirements, programme design and development, course design and development, and course delivery.
7. Compliance: The findings are used to verify adherence to the Standard Operating Procedures (SOPs), university vision, mission, objectives and core values.
8. Impact measurement: Helps in assessing the long-term impact and sustainability of academic and operational initiatives in the university.
9. Reporting: Supports the preparation of comprehensive and transparent evaluation for the internal quality assurance in the university.

These guide the suggestions provided by DQA to the university when reporting to the university management.

2.0: Internal Evaluation at NOUN

2.1: Definition, Purpose, and Guiding Principles

Evaluation is a systematic assessment of a completed task or activities to determine its outcomes and impacts. This is different from monitoring. In the monitoring exercise, data are collected and analysed and use the findings to track the progress of activities or tasks. Monitoring focuses on inputs, activities and outputs through which the different segments of the university are assessed while evaluation is focused on assessing the wholistic performance of the university with focus on eight (8) basic criteria as listed below:

1. Productivity
2. Efficiency
3. Effectiveness
4. Engagement
5. Finance
6. Learning and development
7. Innovation
8. Student

In the university, the overall outputs are the **number and quality of graduates produced**. So, the overall inputs and activities are assessed against the number of graduates produced and their quality.

The purpose of evaluation is to assess the findings from the internal monitoring and determine the outcomes and impact of the outputs to derive the lessons learned for future improvement. So, it could be said that while monitoring help to determine the level of success, evaluation is wholistic to determine the level of outcomes and impact of the success. The focus of evaluation is on determining the worth of the inputs, activities, and outputs on the outcomes and impacts made.

2.2: Evaluation Preparation and Design

In the preparation for evaluation, the findings of the monitoring are obtained. First, is that the evaluator must evaluate the findings from the monitoring activities to understand the effectiveness and impact of interventions.   The key metrics for evaluating monitoring findings are:

1. Relevance to Objectives: Measure how well the findings align with the set task objectives using the stated objectives in NOUN Monitoring Tool, the university objectives, vision, and mission, and related policies.
2. Relevance to Standards: Measure how well the findings meet the set standards. This includes NUC standards and the university policies
3. Data Accuracy: The data are evaluated to determine the correctness and reliability of the data collected during monitoring. The correctness helps to ensure that the information is free from errors and accurately represents the facts.
4. Timeliness: Evaluate the promptness in the collection of the data that were reported.
5. Completeness: Ensures that all the necessary data were captured and reported.
6. Feedback from Stakeholders: Obtained feedback from stakeholders on the relevance and usefulness of the monitoring findings.
7. Actionability: Determine the ease of translating the findings into actionable recommendations.
8. The impact on Decision-Making: evaluate the extent to which the monitoring findings will influence decision making.
9. Quality of the Analysis: evaluate the thoroughness and robustness of data analysis.
10. Utilisation Rate: measure the rate at which the past monitoring findings were effectively utilised by stakeholders to inform actions and decisions.
11. Clarity and Presentation: Assess the clarity, coherence, and professionalism used in presenting the findings.

The M&E/QA officers plan how each of the metrics would be evaluated using the guide provided in Table 2.1.

Table 2.1   Guide used in Evaluating the Findings from Monitoring Activities

S/N	Metrics	Action
1	Objectives	1. Defined clear and measurable objectives. 2. Map activities to objectives to show how each activity or task meet the overall objectives. NOUN monitoring tool provide adequate guide on this (see Table 1.2). 3. Stakeholder feedback: Gather input on stakeholders' perceptions of the relevance of the activities to the objectives. 4. Outcome analysis. Examine the outcomes and findings to see if they align with the set objectives. 5. Comparison with standards: Compare the activities and outcomes with standards to assess how well they meet the objectives. 6. Impact assessment: Evaluate the impact of activity or task or out output to determine if it align with the set objectives.
2	Relevance to Standards	1. Identify relevant standards that apply to the activity or task or output. 2. Compliance checks: Check the compliance of the activity or task or output to the standard(s). 3. Gap analysis: From the monitoring findings, identify existing gaps between the current practices and the established standards, and areas for improvement. 4. Stakeholders' awareness of standards. From the monitoring findings, assess if students and staff are aware of the relevant standards and usage. 5. Continuous Improvement: Evaluating how best the monitoring findings can be used to improve processes and align them closely with standards.
3	Data Accuracy	1. Verification: Cross-check data with multiple sources to ensure consistency and correctness. This could be through automated processes, interviews, document inspection, and observations. 2. Validation rules: Apply the rule of validation to data entry process to validate the correctness through format checks, range checks, and completeness checks. 3. Data Profiling: Analyse the data to understand its structure, content, and relationships. This helps to identify anomalies and discrepancies.

S/N	Metrics	Action
		4. Error Detection Reports: Generate error reports to highlight identified errors or inconsistency in the data. These errors are reviewed and corrected before using the findings. 5. Sampling and Testing: Take sample from the data used in generating the findings and manually inspect and run statistical testing to evaluate its correctness. 6. Record of Data: Availability of detailed records of data entry and changes that allows for tracing and reviewing how data has been modified over time. 7. Feedback Loops: use the feedback from the data users (students or staff) to check for correctness. 8. Data Cleaning: Evaluate Microsoft Excel is used for the data cleaning to correct errors, remove duplications, and standardised the data formats. 9. Benchmarking: Compare data against the university standard or benchmark to assess its accuracy and reliability.
4	Timeliness	1. Set Clear Deadlines: Evaluate the deadlines for the completion of task for sufficiency in carrying out the task. Too long time could be a waste and too short could lead to inefficiency. 2. Track Actual against the Planned Time: Compare the actual time taken to complete tasks against the planned time. Identify the cause of difference in time if it does exist. 3. Completion Rate: Evaluate the percentage of tasks or activities completed within the specified time and the graduation rates of students. 4. Feedback from Stakeholders: Use the stakeholders' feedback on timeliness and deliverables to measures their satisfaction and time adequacy. 5. Response Time: Evaluate the time taken to respond to urgent task or issues. 6. Time Management Practices: Evaluate the effectiveness of time management practices and tools used by staff such tools like Task Management Apps (Trello and Asana); Calendar Apps (Google Calendar and Outlook Calendar); Time Tracking Tools (Toggl and Rescue Time); Project Management Software (Monday.com and Jira) etc. 7. Adjustments and Adaptations: Evaluate how well staff and students adapt to changes in schedule

S/N	Metrics	Action
		or unexpected challenges resulting to time change.
5	Completeness	1. Identification of Data: Identify all required data for the monitoring report. 2. Data Validation: Validate the data in ensuring that all required data were captured without missing values. 3. Gap Analysis: Missing gaps are identified and are filled and recalculated to get new finding(s) before the data is used.
6	Feedback from Stakeholders	1. Data Gathering: Evaluate the survey questionnaires, interview questions, selected focus groups and other methods used in gathering data from stakeholders to ensure data validity. 2. Organisation and Analysis of Data: Evaluate the method used in organising data and the statistical methods used in analysing the data in ensuring adequate capture of stakeholders' feedback. 3. Identification of Key Issues: Evaluate key issues raised by stakeholders. 4. Compare with Objectives: Compare the raised issues with the objectives of tasks or activities in ensuring that the feedback is in line with what is proposed to be attained. 5. Action Plans: Develop actionable plans to address the feedback. Assign responsibilities and timelines for implementing changes for improvement. 6. Feedback to Stakeholders: Evaluate the process through which the stakeholders receive feedback on how their feedback were used. This will help to enhance trust and encourage stakeholders to continuously provide useful feedback. 7. Change Monitoring: Evaluate how changes are implemented, monitored and the impact the change had on tasks or activities or outputs or outcomes.
7	Actionability	1. Specificity: Evaluate the recommendations for clarity and specificity and void of vague or general suggestions. There should be proper guidance on how the suggestions are to be implemented. 2. Feasibility: Evaluate the reality in implementing the suggested actions considering the available resources, time, and abilities.

S/N	Metrics	Action
		3. Relevance: Evaluate the relevance of the suggested actions to tasks objectives.
		4. Stakeholder Agreement: Evaluate the support of stakeholders to the proposed plan.
		5. Prioritisation: Rank the actions based on potential impact, needs, and urgency.
		6. Implementation Plan: Develop a detailed implementation plan outlining the steps, responsibilities, and timelines for each action with due consideration to existing resources.
		7. Risk Assessment: Evaluate the potential risks and challenges associated with the implementation of the actions and develop mitigation strategies.
		8. Monitoring and Evaluation: Establish a system for monitoring and evaluating the implementation actions.
		9. Feedback Mechanism: Develop channels for continuous feedback that would help in adjusting and refining actions when need be.
8	The impact on Decision-Making	1. Baseline Assessment: Carryout a baseline assessment to assess the process of decision making in the university. Get documented process.
		2. Tracking Changes: Evaluate the changes in decision making after a new information has been provided with consideration to the decisions made, the speed of the decision-making, and the quality of decisions.
		3. Decision Quality Metrics: Develop metrics to assess the quality of decisions, such as alignment with the university strategic plan, satisfaction of stakeholders.
		4. Follow-Up Actions: Evaluate the actions taken because of decisions and their subsequent outcomes.
9	Quality of the Analysis	1. Clarity and Precision: Evaluate the clarity of the problem or question being addressed and its precision in its methodology and conclusions.
		2. Relevance: Evaluate the relevance of the analysis to the objectives of the tasks or activities or outputs. The analysis should provide insights that are useful for decision-making.
		3. Data Quality: Evaluate the accuracy, reliability, and completeness of the data used in the analysis. High quality data give result that can be used for effective decision making.
		4. Methodology: Evaluate the appropriateness and rigor of the methods and techniques used. The

S/N	Metrics	Action
		analysis should employ sound statistical or analytical methods that would produce useable and relevant findings.
		5. Consistency: Evaluate the consistency of the analysis with previous findings and alignment with established theories or standards. Explanation should be given where there is deviation.
		6. Depth of Insight: Evaluate the depth and meaningful insights provided rather than superficial observations. It should go beyond mere description to explaining the underlying patterns and trends.
		7. Logical Structure: Evaluate the logical flow, clear reasoning, and well-supported arguments in the findings. The conclusion should be based on evidence and sound reasoning.
		8. Transparency: Evaluate the transparency of analysis with regards to its limitations, assumptions, and any potential biases. This would help to valuate the interpretation and understanding of the results.
		9. Actionability: Evaluate how well the actionable recommendations or conclusions can be used for decision making with clarity.
		10. Presentations: Evaluate the presentation of the findings with emphasis on clarity and logic in communication, and visual aids used such as graphs and charts.
10	Utilisation Rate	1. Utilisation Metrics: Evaluate what was defined as what constitute utilisation. This could be number of times findings are referenced in decision making, changes implemented based on findings, or policies developed using data from the findings.
		2. Data Collection: Evaluate the instruments used for surveys, interviews, feedback forms, and tracking systems on how stakeholders' access and use the findings from monitoring. The evaluation outcomes will help judge the usage.
		3. Frequency Usage: Evaluate the rate at which stakeholders use the findings from monitoring through document downloads, meeting references, mentions in reports etc.
		4. Stakeholders Feedback: Evaluate the usefulness, relevance, and application of the findings to stakeholders. This can be ascertained through the feedback comments from stakeholders.

S/N	Metrics	Action
		5. Implementation of Recommendations: Evaluate the extent to which the stakeholders implement the recommendations provided in the monitoring findings. This could be the review of action plans, policies, and changes made based on the findings. 6. Impact Analysis: Evaluate the impact of the decisions and actions taken based on the monitoring findings. This includes assessing the extent the set objectives were achieved and if the findings led to tangible improvements. 7. Documentation Review: Evaluate the internal documentation, meeting minutes, and action plans to see how monitoring findings are integrated into decision-making process. 8. Benchmarking: Compare the utilisation rate with previous periods and similar organisations to gauge performance and identify areas for improvement. 9. Continuous Monitoring: Evaluate ongoing tracking on how monitoring findings are utilised. 10. Reporting: Evaluate the reporting process on the utilisation rate and effectiveness of monitoring findings, and how they are shared with stakeholders and the success and areas that needed attention.
11	Clarity and Presentation	1. Audience Understanding: Evaluate the clarity of presentation to the understanding of the target audience such as use of simple language, avoiding jargon, and providing explanation for complex concepts. 2. Logical Structure: Evaluate the organisation of the monitoring findings with focus on logical flow, starting with introduction, methodology, findings, analysis and conclusions or recommendations. 3. Visualisation: Evaluate the use of visuals such as charts, graphs, and tables with regards to clarity, relevance, and key point illustrations with appropriate labels for easy to interpret. 4. Consistency: Evaluate the consistency in formatting, terminology, and style throughout the presentation of the monitoring findings. 5. Executive Summary: Evaluate the executive summary for its ability to concisely convey the main findings and recommendations. The overview should be clear enough such that the reader may not need to delve into the entire report.

S/N	Metrics	Action
		6. Clarity of Recommendations: Evaluate the clarity of recommendations which should provide specific, actionable, and clearly linked to the findings. It is difficult to implement vague recommendations. 7. Readability: Evaluate the readability of the text with the use of readability tools such as Grammarly. These would help identify complex sentences, passive voice and other issues that may affect clarity. 8. Examples and Case Studies: Evaluate the real-life examples or case studies used in illustrating key points and make the findings more relatable and understandable.

After evaluating the monitoring findings, the second stage is to plan the evaluation metrics that would be used to evaluate the eight (8) evaluation criteria – productivity, efficiency, effectiveness, engagement, finance, learning and development, innovation, and student. At the evaluation level, the focus is to assess and present the performance of each criterion. In addition to judging each criterion, the university is interested in the quality of its products, the outcomes, the impacts, and how to continuously improve on the services. Metrics are derived to guide the evaluation of activities as shown in Table 2.2

Table 2.2   Evaluation Metrics in NOUN

Criteria	Metrics
1. Productivity	1. Output Quantity (NOUN Graduates): • Enrolment rate • Graduation rate • Retention rate • Dropout rate • Withdrawal rate 2. Output Quality: • Academic performance in Grade Point Average (GPA), and the rigor in completed coursework and projects. • Employability: ✓ Employment rates. Determining the percentage of NOUN graduates who secured employment or got a higher paid job or meeting all his daily needs through self-employment with a maximum of two years after graduation.

Criteria	Metrics

	✓ Job Placement Quality by determining the relevance of the jobs obtained to the graduates' field of study.
	✓ Starting Salaries using the average salaries of graduates as an indicator of the value of their education in the job market.
	• Competencies:
	  ✓ Knowledge evaluation of cognitive, affective, and psychomotor proficiency in the field of specialisation.
	  ✓ Skills acquired and usage. Evaluation of professional or technical skills and general or soft skills such communication, teamwork, problem-solving, adaptation etc.
	  ✓ Certification and Licenses. Determining the rate of graduates who obtained professional certifications or licenses.
	• Graduate Survey:
	  ✓ Alumni feedback on their educational experience and how well it prepared them for their careers.
	  ✓ Employer feedback about the performance and preparedness of NOUN graduates.
	• Further Education:
	  ✓ Graduate school admission rates which is the evaluation of the percentage of graduates who pursue further education such as master's and doctoral programmes.
	  ✓ Success in further education which evaluate the performance and achievements of graduates in their further studies.
	• Research and Innovation:
	  ✓ Research output. Evaluation of graduates to research projects and publications.
	  ✓ Innovations and patents. Evaluation of the number of patents or innovative projects led by graduates.
	• Social Impact:
	  ✓ Community involvement. Evaluation of the participation of graduates in community service and social initiatives.
	  ✓ Leadership roles. Evaluation of the extent to which graduates take on leadership roles in their professions and communities.

2. Efficiency	1. Time Management: evaluation of the time utilisation in producing graduates. 2. Resource Utilisation. Evaluation of effective resources such as materials, equipment, budget are used in producing graduates.

Criteria	Metrics
3. Effectiveness	1. Objective Achievement: Evaluation of the extent to which the university vision, mission, and objectives were met. 2. Impact through: • The evaluation of graduate career progression using employment rates and career advancement using promotions, job title changes, and increases in salaries over time. • Professional achievements with the use of awards and recognitions received by graduates in their professional careers, publications and patents produced by graduates. 3. Entrepreneurial success. Evaluating the number of NOUN graduates who start their business and their success rates; and innovation by measuring the impact of new products or services introduced by graduates. 4. Community and Social Impact. Evaluating graduate volunteer work in the community and their leadership roles by tracking the extent to which graduates take on leadership roles in community organisation, non-profits, and social initiatives. 5. Continuing Education by monitoring and evaluating the number of graduates in further studies and their success using higher grades or notable research contributions. 6. Alumni Contributions: Assessing the strength and engagement of alumni networks and their contributions to the institution; also evaluate alumni involvement in mentoring current students or supporting university programmes. 7. Employers' feedback; Evaluating employers feedback about the performance, skills, and preparedness of graduates; and industry partnerships to determine the success of collaborations and partnerships with industry based on graduates' impact. 8. Societal Contributions by tracking and evaluating graduates who enter public service or governmental roles; and those in civic engagement such as voting, advocacy and community leadership.
4. Engagement	1. Staff Engagement: • Surveys and Questionnaires: Evaluation of staff satisfaction, workload and support needs using the feedback from staff survey. • Evaluate staff teaching experience through their perceptions, challenges and successes using survey questionnaires. • Focus Groups and Interviews: ✓ Group Discussions. Conduct focus group with Deans and Directors to discuss their experience and gather qualitative insights.

Criteria	Metrics
	✓ One-on-one interviews. Hold individual interview to get personal experiences and suggestions for improvement.
	• Performance metrics. Evaluation of course completion rates coordinated and taught by academic staff to gauge their effectiveness. Will also use students feedback on course coordination and facilitation quality and engagement.
	• Professional Development: evaluate staff training participation and skill development by considering new skills and knowledge acquired.
	• Technology utilisation: evaluation of the effective use of digital tools adopted, its availability and quality of technical support for staff.
	• Collaboration and support: Evaluate the level of peer support by measuring the extent of collaboration and support among staff members, and mentorship programmes by evaluating the support received by new and less experienced staff.
	• Workload and Work-Life Balance:
	✓ Workload Evaluation: evaluate staff workload to ensure it is manageable and sustainable.
	✓ Work-Life Balance: Evaluate feedback from staff on work-life balance to recommend adjustment where needed.
	• Recognition and Rewards: Evaluate the systems used in acknowledging and giving awards to staff.
	2. Student Engagement:
	• Course Participation:
	✓ Attendance rates: Evaluate the rate of attendance in online facilitation (synchronous and asynchronous).
	✓ Login frequency: Evaluate the frequency of student login into the Moodle LMS with consideration of the difference activities performed by the student
	• Interaction Metrics:
	✓ Participation in Discussion: Evaluating contributions to discussion forums and chats per course in the LMS.
	✓ TMA and research project Submission Rates: Tracking the timely submission of TMAs and research projects.
	• Time on Task:
	✓ Engagement Time: evaluating the time students spend on course related activities such as watching instructional videos, reading course materials through the LMS, taking the Self-Assessments in the LMS course page, and completing other given assignments.

Criteria	Metrics

	✓ Active Participation: Evaluating the time spent actively participating in learning activities versus passive consumption.
	• Performance Metrics:
	  ✓ Assessment Scores: Analysing TMA and exam scores to gauge the level of understanding and engagement with the course material.
	  ✓ Grade Trajectories: Tracking the changes in scores/grades over time to identify trends in engagement and performance.
	• Feedback and Surveys:
	  ✓ Evaluating students feedback on satisfaction, motivation, and perceived engagement through conducted surveys.
	  ✓ Course Evaluation: Using course evaluation to gather insights on student experiences and engagement levels.
	• Behavioural Analytics:
	  ✓ Clickstream Data: Analysing the sequence of clicks and navigational patterns on the learning platform to understand engagement behaviour.
	  ✓ Content Access: Tracking which learning content is accessed most frequently and understanding patterns of engagement.
	• Collaborative Activities:
	  ✓ Group Work Participation: Analysing the involvement in group projects and collaborative tasks.
	  ✓ Peer Feedback: Analysing feedback given and received in per review activities.
	• Extracurricular Involvement:
	  ✓ Measuring attendance and engagement in school events, workshops, and seminars.

5. Finance	1. Rate of Fund Generation: • Revenue Growth: Measures the increase in total revenue over a specific period, • Funding Sources: Evaluate the different sources of funding, such as tuition feeds, grants, donations, partnerships, and government allocation to establish the level of financial stability, sustainability of academic and operational activities, ability to increasing access, and for effective allocation of resources. • Cost-per Student: Evaluate the cost per student for transparency and accountability, comparative analysis which enables the university to compare their costs with those of similar programmes and the amount generated, quality assurance which helps to maintain the quality of

Criteria	Metrics
	education by ensuring that sufficient funds are available for learning resources and support services, budgeting and financial planning, and affordability.
	- Return on Investment (ROI): Assess the financial return on investments made in the university resources and programmes. This helps ascertain the university's effectiveness in resource utilisation, justification for the used funds, improvement by evaluating ROI to identify areas that need improvement, strategic planning by analysing the ROI to make informed decisions about future investments and prioritisation, - Enrolment Rates: Evaluate the enrolment rate to ascertain the revenue generated, budget allocation, cost efficiency by identifying the cost per student, resource planning, financial sustainability, and investment decision. - Evaluation of the retention rates of students. - Evaluation of graduate employment rates and the attraction of funds from alumni and others. - Financial Health Indicators: Evaluate the liquidity ratios, debt ratios, and profit margins, in line with enrolment to gauge the overall financial stability. 2. Fund Utilisation Rate: - Evaluate budget adherence of academic and operational activities by comparing budgeted amount with actual spendings to identify variances. Also, the percentage of budget utilisation within a specific period. - Evaluate the cost efficiency by determining the cost per unit i.e. measuring the cost incurred per unit of graduate and cost savings by identifying the areas where cost savings have been achieved without compromising quality. - Resource allocation. Allocation ratios by assessing the distribution of funds across academic and operational activities; and spending prioritisation by evaluating whether funds are being allocated to high priority areas. - Programme Effectiveness: ✓ Outcome Achievement: Measuring the extent to which funded programmes and projects have achieved their intended outcomes. ✓ Impact Assessment: Evaluating the broader impact of funded activities on the target population or objectives. - Financial Ratios: ✓ Liquidity Ratios: Assessing the university's ability to meet its short-term obligations in academic and operational demands.

Criteria	Metrics

	✓ Debt Ratios: Evaluating the proportion of debts in the university financial structure by allocation made to programmes, faculties, etc.
	• Compliance and Reporting:
	  ✓ Audit Results: Reviewing audit findings to ensure compliance with financial regulations and standards.
	  ✓ Timely Reporting: Monitoring and evaluating the timelines and accuracy of financial reporting. This covers allocations to faculties, directorates, staff sponsorships to bursary and the bursary reporting on academic and operational finances.
	• Utilisation Rate:
	  ✓ Fund utilisation rate by determining the percentage of available funds that have been utilised within a specific period.
	  ✓ Unspent funds by identifying the amount of funds that remain unspent at the end of the period.
	• Efficiency Metrics:
	  ✓ Operational efficiency: Measuring the efficiency of operations in terms of cost management and resource utilisation by evaluating the cost efficiency associated with academic programme delivery including technology, administrative expenses and other expenses leading to student graduation to ensure they are within budget and provide value for money.
	  ✓ Project Efficiency by evaluating the efficiency of academic and operational project execution and delivery.

6. Learning and Development	1. Skill Development:
	• Staff:
	  ✓ Professional Development Participation: Evaluation of professional development by assessing trainings attended, certification achievement, and relevance of the training.
	  ✓ Skill Improvement Assessments: Evaluation of skill level before and after trainings to measure improvement.
	  ✓ Teaching Effectiveness: Evaluate staff teaching effectiveness through the feedback received from students on the course(s) coordinated, facilitated, student researched supervised, and course completion rates of courses coordinated, facilitated, and research projected supervised.
	  ✓ Engagement in innovative practices. Tracking and evaluating innovative development that has added value to teaching, learning, research, and community development.

Criteria	Metrics
	✓ Collaboration and Mentoring: Evaluation of team projects where staff has been involved in and tracking and evaluating where staff has been involved in mentorship programmes both as mentors and mentees. ✓ Continuous Learning: Evaluation of courses enrolled in and earned certificates, and conference attendance in respect of added value to the staff job description. ✓ Performance Metrics: Evaluation of individual and departmental goals, recognition and awards received. ✓ Feedback and surveys: Evaluation of Self-Assessment survey conducted by the Directorate of Human Resources and review SOP compliance reports of staff. • Students: ✓ Academic Performance: Evaluation of TMAs and exam assessment questions and scores, and Grade Point Average (GPA). ✓ Practical Skills Development: Evaluation of students' research projects, case studies, practical assignments, skill-based assessments to measure the acquisition of practical skills such as lab work, simulations, and solving real-world problems through given tasks. ✓ Competency-based evaluation: Evaluation of the stated programme competencies in the DPP through observations or practical exams, TMAs and exam questions and corresponding students' responses by reviewing students' answer booklets of 5% top scorers and 5% lowest scorers in selected courses. Also, examination of students' portfolios that showcase their work and skills development over time would be used if available. ✓ Engagement and participation: Track students' participation in online discussion forums, group work, and interactive activities to evaluate the quality of contribution, and amount of time spent on course related activities which will help to determine the required hours of study. ✓ Feedback and Reflection: Evaluation of students' Self-Assessment Exercises in the LMS using the number of attempts before getting the right answers to determine the level of skill mastery. Peer feedback on collaborative projects and activities are also used to determine students' mastery. ✓ Practical Application: Evaluation of students' performance in ascertaining the level of

Criteria	Metrics
	competency gained through internships and practicums, and capstone projects by assessing comprehensive projects that integrate and apply the learned skills. ✓ Soft/General Skills Development: Evaluation of students involvement in teamwork and collaboration, and testing their skills in communication, and problem solving skills through the type of learning activities development for learning and the students' performance. ✓ Progress Tracking: This is achieved through learning analytics and adaptive learning. Evaluate how data analytics are used to track student progress to identify areas of improvement, and how adaptive learning technologies are implemented for personalised learning experience and provide insights into skill development. 2. Training Effectiveness: • Staff: ✓ Evaluating the knowledge and skills before and after staff has completed sponsored training (short or long) from the university or TETFUND or others recognised by the university to measure improvement by assessing the tasks where the new skill(s) were demonstrated showing job performance improvement, and goal achievement. ✓ Evaluating the behavioural changes after training by gathering feedback from colleagues, Deans, HODs, Directors, and Heads of Units. ✓ Evaluating the training completion and dropout rates. ✓ Evaluating participants feedback on trainings organised or supported by the university. ✓ Return on Investment (ROI): Evaluate the cost-benefit analysis by comparing the cost of training with the benefits gained, such as higher students' pass rate, students' retention rate, increased enrolment rate, increased graduation rate, and increased productivity and reduced errors. • Students: ✓ Compare pre-and post-semester assessment scores to evaluate knowledge gain and assist students with poor performance using grades, GPA, and CGPA. ✓ Evaluate students' skill applications through projects, practical assignments, and real-world tasks.

Criteria	Metrics
	✓ Evaluation of students' engagement and participation through participation in facilitations (synchronous and asynchronous) and trainings. ✓ Evaluating the behavioural changes of students through survey feedback from Centre Directors, facilitators, and markers. ✓ Assessing the university's efforts that support student knowledge retention either through follow-up assessments or providing refresher training for students by giving access to students access to past question for exams and recorded live facilitation sessions. ✓ Evaluate the achievement of programme and course learning outcomes by measuring goal alignment and evaluating the mastery of specific competencies stated in the programme and course outcomes. ✓ Evaluate the long-term impact on students' training by tracking the impact of training on students' career progression, including job placements and promotions.
7. Innovation	1. Number of New Ideas by staff, students, or through staff and students' collaboration. 2. Impact of Innovations on the university and community.
8. Student	1. Student Satisfaction: 2. Student Retention:

2.3 Implementation of Evaluation Design

The following steps are adopted in the implementation:

1. The M&E or QA officer evaluate the findings of monitoring using the guide providing in Table 2.1.

2. The officer follows the Evaluation Metrics in NOUN presented in Table 2.2 to evaluate the university performance.

3. Apart from using the evidence in the monitoring findings, the evaluator could have one-on-chat with concerned staff or request for certain documents for verification if need be.

4. The officer writes the evaluation report in the assigned criterion and submit to the Director, QA for review and necessary actions.

2.4: Evaluation Findings and Communication

Communicating the evaluation findings is essential for transparency, accountability, and continuous improvement. In presenting the evaluation findings and ensuring clear communication, the following are the basic features when presenting the evaluation findings.

1. Executive Summary:
   - Brief overview: A concise summary of the key findings, conclusions, and recommendations.
   - Highlights: Focus on the most significant outcomes and implications.
2. Data Visualisation:
   - Uses charts and graphs to clearly present findings for easy interpretations.
   - Uses tables to organise complex data to ease reading and for quick reference.
3. Detailed Report:
   - Introduction: State the purpose, scope, and objectives of the evaluation.
   - Methodology: Describe the methods and tools used for data collection and analysis.
   - Analysis and Interpretations: Use statistical tool to derive meaning from the data collected and interpret the outcome as found.
   - Findings: Presenting detailed findings, supported by data and evidence.
   - Recommendations: Provide clear and specific recommendations based on the evaluation findings.
4. Communicate findings to the Director, QA to prepare the M&E report for the period under consideration.

3.0: Writing M&E Reports

In NOUN, systematic process is used to track progress, measures results, and assess the overall impact of academic and operational activities. The findings are communicated to the stakeholders' using reports. This module explains the structure and the mode used in communicating the reports.

3.1: Planning Writing M&E Reports

At the completion of monitoring and evaluation activities, the next stage is to write a report that would be used to communicate the findings to the stakeholders. The report combines the findings of monitoring and evaluation. The first thing to do is planning to write the reports using the following steps:

Step 1:   State the monitoring and evaluation criteria

Step 2:   State the monitoring findings.

Step 3:   State the evaluation findings.

Step 4:   Align the Monitoring Findings with the evaluation findings using Table 3.1 as guide:

Table 3.1:   Aligning Monitoring Findings with Evaluation Findings

1	2	3	4	5
S/N	Monitoring Findings	Alignment with Evaluation Findings	Data Justification	Identified Gap(s)

Table 3.1 has five (5) columns. In column 2, state the monitoring findings and align them with evaluation findings in column 3. Under column 4 state the data that justifies the findings. In column 5, state the identified gap(s).

Step 5:   Align the M&E findings with university vision, mission, objectives, core values and related policies. From the alignment, determine the level of achievement, gaps, and what should be done for continuous improvement.

Step 6:   Gather all the data and information you need for the report such as having adequate knowledge on the background for the monitoring and evaluation.

3.2: Writing the M&E Reports

The next stage is translating the plan into a written document that would be presented to the stakeholders. Here is the format for writing an M&E report:

1. **Executive Summary**: A concise overview of the report's main findings, recommendations, and conclusions is provided.

2. **Introduction**: Detailed information is given about the context of the category. This includes the category objectives in line with the university vision, mission, objectives, core values, related institutional policies, and stakeholders.

3. **Purpose**: The usefulness of the category report in the university operations are stated.

4. **Methodology**: Explanation is given on the design used in collecting and analysing data by stating the category, components in the category, type of data that were collected, the population or sample the data were collected from, how the data were collected, and method of analysing the data. This brings in transparency and allows the readers to evaluate the credibility of the findings. The adopted design is shown in Figure 3.1
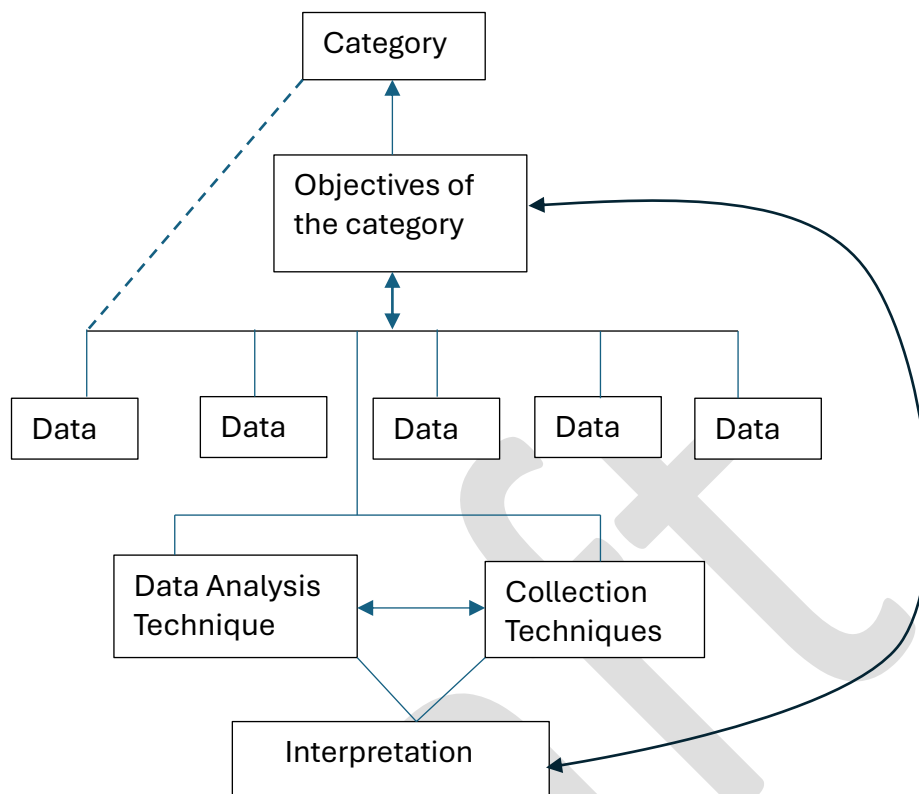
Figure 3.1   Monitoring and Evaluation Reporting Methodology Design

The report clearly states the category, its objectives, the data used, method of data collection and analysis, and interpretation. The interpretation reflects the objectives of the category.

5. **Data Analysis and Interpretations**: The data collected are analysed using descriptive statistics and, in some instance, inferential statistics depending on what the objectives in the category demands.   The analysed data are interpreted explaining their significance and implications.

6. **Findings**: Presentation of detailed findings which are derived from the data collected and subjected to statistical analysis. The findings are verifiable from the data collected.

7. **Recommendations**:   Actionable insights that offers clear and specific recommendations based on the findings from the monitoring and evaluation.

8. **Appendices (if any)**: In some cases, additional information is provided to complement the stated findings. This sometimes is the raw data collected which is verifiable.

3.3: The Importance of M&E Reports in NOUN

In NOUN, M&E reports are used to improve academic and operational activities in different ways.

1. It guides university management in decision making such as policy review, policy reinforcement, staff productivity, and fund allocation to the various categories,

2. Is used by faculty in selecting the right pedagogy for learning and delivery of contents, course material review, strategizing the learning support provided for learners, allocation of student workload, change in test item generation, and selecting new learning experiences that could be learned or taught.

3. The Directors and Heads of units use the reports to review their activities in the directorates and units. This could lead to a change in the steps taken in achieving a task.

4. It helps to motivate learners' learning when they know that their activities are of concern to the university management.

5. From the reports, strategies are developed to reduce attrition rates for both staff and learners.

6. It enhances accountability and transparency which motivate staff, collaboration, and sponsorships from government and other donors.

3.4: Challenges of M&E Reports

Monitoring and Evaluation (M&E) reports provides strategic oversight of academic and operational activities in NOUN by offering insights into progress, effectiveness, efficiency, and impact. However, producing these reports are not without challenges which can impact their quality, utility, and decision-making processes which they are meant to inform. Some of the major challenges are:

1. Quality and Availability of Data: The Quality Assurance Officers (QAOs) mostly work with data generated by faculty, directorates, centres, and units. Most of the data is collected from the Directorate of Management Information Systems (MIS), Directorate of Information and Communication Technology (DICT), Directorate of Learning Content Management System (DLCMS), Directorate of

Learner Support Services (DLSS), Directorate of Examination and Assessment (DEA), Directorate of NOUN Press (DNP), Directorate of Research Administration (DRA), Directorate of Linkages and Advancement (DLA), faculties, and NOUN Quality Management System (NQMS). So, the quality of information found in the mentioned determines the quality of report that is being produced.

2. Stakeholder Engagement: It is challenging engaging the learners (present and past), Deans, Heads of Departments, Directors, Heads of Units, senior management staff, and industry in M&E process. Often you meet with varied interests and perspectives which complicate consensus on objectives, indicators, and interpretation of data. However, the QAOs tries to bring everyone to focus on the Senate approved objectives, indicators and perspectives with noting of the difference for further consideration.

3. The Complexity of Measuring Impact: Measuring the impact of learning received by the learners is long term effects and attributions, is complex. This involves tracking of graduates to know what they do and their impact on the economic development of the society. QAOs work with the Alumni Association through the Directorate of Advancement and Linkages (DAL) to carryout tracer study on graduates. However, not every graduate is reached.

4. Ethical and Privacy Concerns: Some directorates are concerned about the confidentiality and privacy of their data and sometimes not willing to release such data that would be found useful in M&E reports. Exclusion of vital data from reporting could reduce the effectiveness of the use of M&E reports. Therefore, QAOs are trained on how to handle confidential data and balance transparency with crucial matters.